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ABSTRACT

This policy plan presents Connecticut's revised Statewide Educational Goals for Students for 1991-95. The plan includes goals of what students are expected to learn as well as how the education system can be held accountable to the public. The plan contains eight goals. Goal one is that students will be motivated to learn and to meet the higher expectations. The second goal requires proficiency in the basic skills essential for learning and for success in society. Fuller realization of individual potential and responsible citizenship through learning is the aim of goal three. The fourth goal is to help adults and students function successfully in multiple roles in society. Goal five states that students as citizens will enrich their family, community, and culture and create equal opportunity for all persons in society. The sixth goal is to improve the quality of instruction and curriculum. Improving the delivery of quality education and occupation-specific training below the associate-degree level in the state's regional vocational-technical school system is the seventh goal. Goal eight is to assess the condition of the state's education system. Appendices A and B include the comprehensive plan legislation and Connecticut's Common Core of Learning. (JPT)

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## 1991 - 1995

## Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan

EA 024 903

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# Challenge for Excellence

## Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan

## 1991-1995

**This policy plan was adopted by the Connecticut State Board of Education on April 4, 1990.**

Cover by GraphCom

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# Foreword

*Challenge for Excellence* is a plan of vision and a plan of hope for learners of all ages in every community in Connecticut.

That vision is of a future in which all students will have the knowledge, skills and understanding to make — and act upon — choices that will allow them to flourish as individuals and contribute as members of the local, state, national and world communities.

This is a future that we must shape.

Clearly, this vision reaffirms high expectations of and for all Connecticut students. *All* is the key word; it is the heart and soul of our commitment. All Connecticut students — regardless of their town of residence, socioeconomic background or unique needs — are expected to achieve. And we — educators, parents, citizens — are expected to help them do so. All of us must be accountable for student achievement, this plan embraces accountability for student performance at the state and local levels.

Essential to this plan, and to the vision it articulates, is a commitment to expanded opportunities for quality, integrated education. Learning experiences that actively affirm the value of all individuals and celebrate human diversity are central to our hope of shaping a future of strength, compassion and prosperity.

The 1991-1995 Comprehensive Plan includes five Statewide Educational Goals for Students, eight policy goals for the State Board of Education and extensive, specific five-year objectives identified to strategically advance the policy goals. The plan also directs the energy and resources of the State Department of Education to target statewide efforts within the state/local partnership toward the successful implementation of the five-year objectives.

While responding to the planning mandate of Section 10-4(c) of the Connecticut General Statutes, this new Comprehensive Plan reinforces the State Board of Education's mission to ensure "that each child shall have ... equal opportunity to receive a suitable program of educational experiences."

Initiated by the State Board in the fall of 1988, the development of this plan was a participatory process involving hundreds of citizens throughout the state. During months of thoughtful study and discussion, the Board's Advisory Committee for the 1991-1995 Revision of the Comprehensive Plan shaped a proposal which received extensive and constructive public comment in January 1990. The State Board refined the plan over the next three months, adopting it on April 4, 1990.

The process, and the commitment, cannot end there, however. The Comprehensive Plan calls on all of us — parents, teachers, administrators, citizens — to take action to help local school districts improve school programs and shape the kind of future we all desire.

This is a five-year policy plan which should be implemented — and can be implemented. It is our collective *Challenge for Excellence.*

Abraham Glassman, Chairperson
State Board of Education

Gerald N. Tirozzi
Commissioner of Education

# Introduction

As we approach the 21st century, we renew our commitment to the fundamental premise that all children can succeed in school and be well equipped for their future.

The high school graduating class of the year 2001 entered first grade in the fall of 1989. The high school graduating class of the year 2012 will be born before this plan is fully implemented. The future is nearer than we perceive.

The initiatives proposed in this policy plan for 1991-1995 point out strategic opportunities for action — by policy makers, parents, teachers and administrators — to ensure that suitable learning opportunities are accessible to all our young people.

This plan proposes a revised statement of Statewide Educational Goals for Students — expectations for each of our children and for all our children. Accountability to the public is enhanced by provisions to report annually on statewide progress in achieving these goals by identifying trends which measure the Board's Indicators of Success. Acknowledging that accountability for educational results is a responsibility shared by the state and local school districts, the plan includes a requirement for reporting locally to parents and the public on each school district's goals for students and on the outcomes of student performance during the 1991-1995 period.

## Mission of the State Board of Education

The State Board of Education is charged by law with ensuring that the educational interests of the state are promoted and protected. The statutorily mandated mission of the State Board of Education and its staff is to ensure "that each child shall have for the period prescribed in the General Statutes equal opportunity to receive a suitable program of educational experiences." The State Board of Education is responsible for programs of instruction in preschool, elementary, secondary, vocational, career and adult education. The goals and objectives in this five-year plan reflect the Board's obligation to respond to emerging educational needs within the state by pointing out strategic actions necessary to ensure equity and to improve the quality of instruction and curriculum for all students in Connecticut.

For the past decade, the Board has had as its first policy goal "To Ensure Equity for All Children." In May 1986, the Board adopted a Policy Statement and Guidelines on Equal Educational Opportunity to clarify what is meant by "equal educational opportunity" and to identify which elements emerge as critically important to schools and students. The six major elements which must interact in systematic ways are (1) access to educational opportunities; (2) staff and material resources; (3) program offerings; (4) assessment of student outcomes; (5) remedial education; and (6) funding. In a broad sense, progress in achieving equal educational opportunity can be measured by the reduction of interdistrict, intradistrict and interpupil

disparities in educational opportunities and outcomes. Equity in this sense does not mean an equal distribution of resources; rather, it implies that those who need more must receive more.

When implemented, this plan will raise expectations for student learning and guide the implementation of the major educational reforms. This plan reaffirms the State Board's commitment to providing quality, integrated educational opportunities for all students as a fundamental strategy for ensuring educational equity in our public schools.

As the State Board of Education pursues its mission, the State Department of Education, under the direction of the Commissioner of Education, serves as the Board's administrative arm. Numerous individuals, organizations and institutions are involved in carrying out the educational interests of the state. These include: 166 local and regional boards of education and school districts; 17 vocational-technical schools operated by the Department; state-operated educational programs administered by the Departments of Children and Youth Services, Mental Retardation and Correction; nonpublic schools; and six regional educational service centers. Each school day approximately 460,000 students attend over 970 public schools in the state. Total expenditures for public education in Connecticut in 1989-90 were estimated at $3.6 billion, including $1.2 billion administered by the State Board of Education. (See also the Resources for Public Education section of this plan, page 65.)

## Purposes of the plan

In response to a legislative mandate following the historic *Horton v Meskill* State Supreme Court decision, the State Board of Education adopted Connecticut's first comprehensive five-year plan, "Access to Excellence 1980-1985." It outlined Connecticut's first formal goals and objectives for public education, for the Board and for students throughout the state. At the onset of the 1980s, this plan responded to the public demand for statewide quality, equality and accountability in public education.

The Board's 1986-1990 comprehensive plan, "Design for Excellence," articulated revised goals and objectives and incorporated a set of statistical indicators to measure progress during the five-year period. The policy plan articulated several new and bold directions for education reform and for financing Connecticut's public schools. The 1986-1990 Comprehensive Plan stated objectives to:

- develop a new school finance equalization formula to replace the Guaranteed Tax Base grant;
- establish a minimum statewide entry-level teacher salary and a salary enhancement program for all teachers;
- increase state aid so that the state would pay 50 percent of the total statewide expenditures from state and local (excluding federal) tax revenues for public elementary and secondary education;
- support legislation to update the teacher certification process and to assess prospective teachers for job-related competencies and subject knowledge;
- develop a grant to support kindergarten through 12th grade programs to prevent school dropouts;
- expand the number of school districts which offer extended-day (four hours or more) kindergarten programs;
- develop and implement Connecticut's Mastery Test Program in Grades 4, 6 and 8; and
- provide statewide incentives to integrate the public schools and reduce racial isolation.

## Baseline for planning: Transition from 1986-1989

**Reform** efforts since 1986 have produced positive results; indicators have begun to signal improvement.

- Since 1986-87 new funding from the Education Enhancement Act (EEA) has significantly reduced disparities among school districts. In 1984-85 there was a 70 percent disparity in per pupil expenditures between school districts at the 95th and 5th percentiles. In 1987-88 this disparity was reduced to 52.3 percent — the smallest ever recorded.

- Beginning in 1989-90, the historic Education Cost Sharing (ECS) Grant consolidated the EEA and Guaranteed Tax Base grants and will add annually to this base. A continued reduction in disparities in per pupil expenditures is anticipated.

- A statewide minimum starting salary for teachers and funds for salary enhancement — so that teachers' salaries are competitive with other occupations — resulted in Connecticut moving from 13th to second place among states in average teacher salaries.

- By 1987 the median starting salary of teachers ($20,712) was only 9.6 percent below the average starting salaries of other occupations requiring similar training. This represents a sharp reduction from the 21.5 percent difference in 1985.

- On July 1, 1989, new and more rigorous certification standards became effective for all beginning and experienced teachers.

- New, rigorous standards for entering the teaching profession have resulted in more and more highly qualified individuals choosing to consider and pursue a career in education. Department analyses of the state's essential skill examination for prospective teachers, CONNCEPT, show positive trends. The pass rate has steadily improved: The percentage of individuals who met the CONNCEPT requirement on the first attempt has advanced from 62.9 percent in 1985-86 to 82.4 percent in 1988-89.

- By the fall of 1987, 32 school districts offered all-day or extended-day kindergarten programs to at least some children, compared to 25 districts in1985.

- Connecticut's annual Mastery Testing Program began in 1985 for fourth grade students. In 1986 sixth and eighth graders were also tested in reading, writing and mathematics; testing has been done annually since then. The 1989 results of the Connecticut Mastery Test demonstrate an encouraging pattern of broad-based incremental growth in student achievement. Compared with the initial year of testing, the 1989 results show a steady increase in the percentage of students above the remedial standard in each grade level on all three subtests.

- In order to meet new standards for graduation mandated for students in the class of 1988, more than two-thirds of the state's high schools had to require more courses in mathematics, social studies, arts and vocational education. Nearly half had to require more science courses.

- On the College Board's Scholastic Aptitude Test (SAT), Connecticut students show a rare combination of a high participation rate and relatively high scores. In 1989, for the eighth consecutive year, the state had the

greatest number of high school students taking the test. Connecticut students' verbal scores have consistently exceeded the national average and math scores have been close to the national average.

For students, Connecticut schools continue to provide opportunities which compare favorably with other states.

- Connecticut's high school graduation rate (78.2% in 1988) reached the highest level of the decade; it consistently exceeds national averages and has improved steadily since 1980.

- In 1988 the highest percentage of graduates ever (52.3%) went on to four-year colleges and universities; overall, 71.9 percent of public school graduates pursued some form of postsecondary education.

- Statewide mastery of basic skills in reading, writing and mathematics has improved consistently for most fourth, sixth and eighth graders as shown by the results of the Connecticut Mastery Tests.

- In addition, when compared with student performance nationwide — using a norm-referenced analysis of Connecticut's Mastery Test results — the average Connecticut student ranks in the upper third of the nation's students in three of four areas compared.

There are other indicators, however, which demonstrate that we have not always succeeded in reaching our objectives.

- Racial, ethnic and economic isolation of students persists; reports presented to the Board in January 1988 and April 1989 documented growing ethnic and racial isolation of schoolchildren and reinforced the fundamental principle that integrated education is an essential component of quality education.

- The Connecticut Mastery Tests have identified substantial needs for remedial programs, and statewide analyses show disparity in outcomes among the state's subgroups of students. Across all grades tested in 1987, an average of 73.5 percent of white students met state remedial standards on all three subtests, compared to 36.3 percent of black students and 29.7 percent of Hispanic students. An indicator of a student's economic status — participation in free or reduced-price lunch programs — was first analyzed in relationship to student achievement in reporting the 1987 test results. The economic status of a child showed a strong relationship with the child's academic achievement. Only 39.7 percent of fourth grade students from backgrounds of poverty met the remedial standard, compared to 71.3 percent of all other fourth grade children tested. These results are consistent for students in Grades 6 and 8 as well.

- The disparity in graduation rates among white, black and Hispanic students continues to be unacceptably large. The difference in graduation rates for white students (82.5%) and black students (61.1%) did not change between 1984 and 1987. The graduation rate of both white and black students improved by 0.1 percentage point. The 1987 graduation rate for Hispanic students was 48.2 percent, an increase from 45.9 percent in 1984.

- For those young adults who do not complete their high school education, the unemployment rate continues to be double that for

high school graduates. In 1987, with statewide unemployment reaching a historic low of 3.3 percent, the 16- to 19-year-old unemployment rate was 11.1 percent; for graduates of local and regional high schools, the unemployment rate was 5.2 percent; and graduates of the Regional Vocational-Technical School System experienced a remarkably low unemployment rate of 2.4 percent.

**Trends** through 1989 focus our concerns on students at risk of educational failure and on reducing disparities in achievement and educational outcomes which continue for certain groups of Connecticut students.

During the past five years, schools have been asked to respond to changing social conditions in ways and to a degree that are unprecedented. The depth and breadth of the problems which need to be addressed — AIDS, substance abuse prevention, child welfare, child care, truancy — go beyond the sole responsibility of the public educational system. The Department and the schools have responded to broader human service needs by forging new and creative interagency cooperative approaches. This Comprehensive Plan sets revised five-year objectives for each of the Board's eight policy goals to promote interagency coordination of human services for children and families as an underlying strategy for improving educational outcomes.

This plan acknowledges that some of the trends in socioeconomic factors which impede student success are beyond the scope of the school's primary role to educate. To ensure success for all public school students will require a renewed discussion of the role of schools in our communities relative to the changing needs of students.

The limitations of the historic pattern of five hours of instruction per day for 180 school days per year are increasingly apparent. The successful results of early and sustained intervention — necessary to support healthy growth and development — have been extensively documented. A public policy debate and response will consider extended school days and an extended school year.

**Renewed efforts** to improve learning opportunities for students at risk form a cornerstone of the State Board's 1991-1995 Comprehensive Plan and represent a priority in the Board's strategy for implementation.

## Beyond 1990: Enrollment projections and assumptions in school participation

**Improvement** in student performance is related, in part, to the characteristics and the diverse learning needs of the students to be served by the state's public schools. What projections about statewide enrollment and trends in school participation have been made for the first half of the 1990s and beyond?

**Connecticut** has the fourth oldest population among the states, primarily because of its very small number of children. After experiencing a sharp decline (31%) in our youth population since 1971, total statewide public school enrollment (which bottomed out in 1989-1990 at 464,445 students) is expected to increase steadily, reaching 562,000 in the year 2002. The percentage of students attending nonpublic schools is assumed to remain relatively stable in the near term, at approximately 12 percent of the state's resident students. In 1988, 68,559 Connecticut residents were enrolled in the nonpublic schools.

**Highlights** from the State Department of Education report *Connecticut Enrollment Projections to the Year 2005* (September 1989) include:

- Kindergarten enrollment is projected to increase from the 1988 level of 38,538 to more than 45,000 in 1995.

- Elementary enrollment (Grades K-5) is expected to increase steadily through 1997, peaking at 21 percent above the 1988 level of 219,528.

- Enrollment of minority students is projected to increase from 23.6 percent in 1988 to 30.9 percent of the public school population by 2005. Hispanic students (9.2 percent of public school enrollment in 1988) are expected to be the predominant minority group (13.7 percent of the total school enrollment) by 2004.

- High school enrollment, which had declined to 132,037 in 1988, is expected to decrease by more than seven percent (9,800 more students) through 1991, then increase steadily through 2005.

- The decline in the number of high school seniors, which began in 1975, will continue to a low of about 26,600 in 1993, leaving a smaller supply of graduates for colleges and employers.

- Significant numbers of Connecticut students leave school before obtaining a diploma. Between September 1987 and September 1988, 9,958 students left high school, which represents an attrition rate of 7.1 percent. If the current attrition rate is projected forward, by 1994 more students could be dropping out of high school than graduating and entering the labor market, exclusive of students continuing to postsecondary education.

**Other trends** anticipated to continue through the beginning of the new decade include the following:

- more children will participate in prekindergarten early childhood programs;

- more students will attend summer school, as summer learning opportunities for both remedial work and enrichment continue to be developed by school leadership;

- more children will come to school with limited English proficiency; and

- more children whose families have incomes near or below the poverty level will be attending school.

## "Two Connecticuts" continue into the 1990s...

**Connecticut** continues to be among the wealthiest of states. The per capita personal income of the state's population has consistently been ranked first or second in the country over the past few years. This Connecticut is the most advantaged citizenry in the United States.

**T**he other Connecticut is sorely and remarkably disadvantaged. Our three largest cities continue to rank among the poorest in the nation. Every other child in Hartford, New Haven and Bridgeport lives in poverty. Statewide, over one in ten children are poor. The fastest growing segment of Connecticut's population living in poverty is children under the age of five.

**Poverty** has a clear and immediate effect on learning. Children from economically disadvantaged backgrounds may often come to school hungry, sick, homeless or abused — and, if so, are likely to have problems in school. Children who live in poverty are much more likely to be at risk of school failure and dropping out of school than children from less impoverished homes.

**A**t the September 1989 National Education Summit

convened by President George Bush, Governor William A. O'Neill stated that Connecticut's most pressing educational problem is "educating the least-advantaged students." Improvement in the achievement of all students will inherently mean overcoming the persistent differences in the achievements of advantaged and disadvantaged students.

The increasing racial, ethnic and economic isolation of Connecticut's schoolchildren has been well documented over the past few years. Nearly 80 percent of the state's minority students live in 14 of the state's 166 school districts. Given the distribution of wealth in the state — a situation in which many of the children living in poverty are minorities — these 14 school districts also enroll 81 percent of the children whose families are eligible to receive welfare benefits. As of 1988, 20 school districts had minority populations exceeding 15 percent. Recent initiatives by the State Board of Education, the Connecticut General Assembly and Governor O'Neill to reduce racial, ethnic and economic isolation of schoolchildren provide a strengthened foundation for this five-year plan.

A third example of the stark reality of the two Connecticuts is the unprecedented increase in the number and the severity of cases of child abuse and neglect being referred to the Department of Children and Youth Services. Referrals for the potential investigation of children's welfare rose from 13,148 in 1983 to 16,804 in 1985. In 1988, 20,354 children were referred, while the number of actual investigations increased 10 percent from 1987 to 1988 alone. While child abuse and neglect occur in families of all socioeconomic backgrounds, poor children are 5 times more likely to suffer from abuse and 12 times more likely to suffer from neglect. Connecticut's child welfare system is being strained by this influx, and state government is responding through an interagency Child Welfare Reform initiative. Educators have a major stake in continuing to support and participate in this Governor's interagency initiative if we are to fulfill our mission of educating all our children.

Connecticut's citizens, elected officials and educators have become increasingly concerned about these trends.

## Addressing trends

This plan addresses these concerns and calls for actions necessary to reduce barriers to successful learning.

**Highlights** of the 1991-1995 Comprehensive Plan include:

- **High expectations for student performance.** This plan sets forth five goals which articulate high expectations for all of Connecticut's public school students, regardless of their town of residence, economic or social background or unique needs. Connecticut's 1991-1995 Statewide Educational Goals for Students describe the skills, knowledge and attributes needed for the changing, dynamic and interdependent world our children will inherit. The five goals provide a comprehensive statement of the expectations we have for students as a culmination of the public school experience.

- **Accountability for student performance.** This plan calls for a responsible approach which employs strategies to assist school districts in setting their own high expectations for student outcomes consistent with the five Statewide Educational Goals for Students.

The plan renews the State Board's commitment to assess comprehensively and report statewide student performance and progress to

the public as an integral aspect of meeting its statutory responsibility to report on the condition of education and plan for future improvements of the public schools.

Paralleling the state's approach to responsibility to the public, a new method for accountability calls for local school districts to systematically and comprehensively report, through school profiles and district profiles, on Indicators of Success concerning student performance based on their local educational goals for students.

- **Strategies for prevention of school failure and removal of barriers to learning.** This plan sets objectives for early support and intervention for children with the most severe needs. It acknowledges the need for family support services and active parent/school partnerships as prerequisites for enabling children to participate successfully in school. Early intervention and prevention approaches are shared responsibilities among education and other family- and child-serving agencies.

- **Improvements in adult and vocational education.** This plan calls for renewed efforts to better serve the multiple needs of Connecticut's undereducated, out-of-school youth and adults. Effective literacy and employment training programs will be essential in meeting the changing needs of both workers and employers through the 1990s and beyond.

  A new goal area has been added to articulate the Board's five-year objectives for the state's Regional Vocational-Technical School System.

- **Opportunities for quality, integrated education.** Five-year objectives for each of the plan's policy goals continue the commitment to pursuing comprehensive initiatives for quality, integrated education for Connecticut students.

Several features of the 1991-1995 plan merit emphasis.

- The Board's five Statewide Educational Goals for Students have been strengthened to express the high expectations we have for all students. The 1991-1995 goals have been revised to incorporate the skills, knowledge and attitudes embodied in the Board's *Common Core of Learning* — its standard of an educated citizen and statement of expectations for public secondary school graduates. (See Appendix B, page 72.)

- The Board's Indicators of Success for the Statewide Educational Goals for Students focus on 16 student performance-based outcomes for the 1990s.

- Seven goals and revised objectives continue from the 1986-1990 plan. The Board's five-year policy objectives have been substantially refocused.

- The goal for early childhood education has been restated and reordered as Goal III.

- An eighth goal area has been added and incorporated in this plan as Goal VII: To Improve the Delivery of Quality Education and Occupation-Specific Training Below the Associate Degree Level in Connecticut's Regional Vocational-Technical School System.

- In 1989 the Connecticut General Assembly enacted legislation to transfer the Board's Division of Rehabilitation Services

(DRS) to the Department of Human Resources effective July 1, 1990.* Consequently, five-year policy direction is not included in this 1991-1995 plan as it was in previous Comprehensive Plans.

- Extensive revisions have been proposed for the Indicators of Success for each goal area, and data already available on a statewide basis have been formed into a more comprehensive, systematic and reflective set of indicators to document trends, report progress and provide state-level accountability to the public.

## Indicators of Success

This Comprehensive Plan incorporates a unique, systematic approach to measuring progress through 1995 in meeting the plan's goals and objectives. This system of identifying and monitoring trends — the Indicators of Success — is continued from the 1986-1990 plan. During the past few years, the State Department of Education staff has worked to develop improved indicators to measure how well Connecticut's schools are succeeding in their mission — and how far the Board is moving toward achieving its own goals and objectives. Indicators are reliable and valid statistics, measured over time; they are easily understood and generally sensitive to policy direction. A statistic becomes an indicator if, in a policy context, it provides useful information about the health of our educational system. This plan incorporates a set of Indicators of Success concerning student performance related to the 1991-1995 Statewide Educational Goals for Students. Following each policy goal and its five-year objectives, there is also a set of Indicators of Success for the goal area.

Of the 87 indicators in this plan, 39 are carried forward from the 1986-1990 plan; 14 of these have been modified and updated. Forty-eight indicators have been written specifically to respond to revisions included in the Board's 1991-1995 goals and objectives. During the development of the plan, Department staff and the Board's Advisory Committee considered hundreds of alternatives for the indicators. The refinement of the sets of Indicators of Success for each of the plan's goal areas involved criteria such as a reasonable number of outcome measures, statistical reliability and validity, availability of and access to statewide data, and estimates of the costs and policy benefits of additional statewide data collection and reporting. The vast majority of the indicators are based upon existing or planned data collection efforts. In several instances, statewide statistics available from other agencies — including the Connecticut Department of Health Services, Connecticut Alcohol and Drug Abuse Commission and the federal government -- will be used.

**The Indicators of Success** balance the need for state-level public accountability and the cost and effort of state and local data collection. Where significant gaps exist in available statewide information, this plan calls for phasing in new data collection over the five-year period. Gaps currently exist in statewide data to report on several Indicators of Success, including student participation in extracurricular or cocurricular activities and physical fitness, student performance in business and office educational programs, summer school participation, school facilities and parental involvement.

**Connecticut's** use of an Indicators of Success system to evaluate the state's goals for public education has received national attention. The Indicators continue to constitute an extremely important element of the 1991-1995 Comprehensive Plan.

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* *Editor's note: This move was delayed by legislation enacted in May 1990 which made the transfer effective 60 days after the determination by the U.S. Department of Education that the Department of Human Resources meets all requirements to be the sole state agency to administer the state plan for vocational rehabilitation services.*

## Use and implementation of the plan

**This five-year policy plan** sets forth expectations and directions for the future. As with previous Comprehensive Plans, the Board and the Board's administrative arm, the State Department of Education, will use these policies in a variety of ways as implementation proceeds.

**Each year** the Board and Department will:

- assess progress in reaching the Board's goals and objectives;
- engage in a process to set annual priorities for action;
- design strategies and methods of implementation for achieving the annual priorities; and
- develop annual budget and legislative proposals for submission to the Governor and General Assembly which request resources and authorizing legislation to implement the Board's priorities, goals and objectives for the coming year.

In addition, at the close of each fiscal year, the Department's managerial and professional staff are evaluated in relation to their individual work objectives, and each manager prepares an overall summary of the year's major accomplishments in relation to the Board's goals and objectives.

**Department of Education** resources will be targeted to support children in greatest need of educational improvement. A proposal for a Department of Education management plan, including implications for the Department's organization, is under development. Reorganization proposals will be considered within the context of the State Board of Education's 1991-1995 Comprehensive Plan goals and objectives.

## Reporting progress

The 1991-1995 Comprehensive Plan calls for a renewed emphasis on communicating to the public expectations and outcomes of Connecticut's public school enterprise.

The Department of Education has reported statewide trends in the Board's Indicators of Success since 1985, as a part of the state's system of accountability to the public. *Indicators of Success: A Report of Progress in Implementing the Goals and Objectives of Connecticut's Comprehensive Plan* is published by the Department in alternate years with the report *Meeting the Challenge: The Condition of Education in Connecticut,* which includes an update on the indicators as a separate chapter. In addition, other evaluations and reports in specific program areas, such as special education, bilingual education and dropout prevention, will be produced on an ongoing basis. The Department's annual *Statement of Activities* will continue to report on specific activities, outcomes and accomplishments related to the 1991-1995 State Board goals and objectives. This document provides for an assessment of the impact Department activities have had on public education and/or internal Department operations.

The beneficiaries will be Connecticut's learners, both children and adults.

## Process used to develop this plan

Developing the 1991-1995 revision of the Comprehensive Plan was a dynamic, evolutionary process.

**The State Board** of Education initiated the planning

process in December 1988. Board members reflected on the progress made in achieving the 1986-1990 goals and objectives and reviewed plan updates suggested by the staff of the Department of Education. The Board sought to assess the relevance of its mission and goals for the 1990s and to consider how the educational community could develop new strategies for school improvement and public accountability. In January 1989 the Board adopted a planning timeline for preparation of the revision; in February 1989 it established an Advisory Committee to prepare a proposed revision. Collectively, committee members contributed more than 600 hours of study, review, discussion and debate as they formulated their five-year policy proposal.

**The State Board** gratefully acknowledges the major contributions made by its 22-member Advisory Committee for the 1991-1995 Revision of the Comprehensive Plan. This broad-based group of Connecticut citizens included parents, teachers, school leaders and representatives of labor, business, industry and statewide student and professional organizations (see Advisory Committee membership list on page 78). This panel of distinguished citizens was convened in April and held nine meetings through November 1989. The charge to the committee was to pay specific attention to proposed plan revisions in the following areas:

- Statewide Educational Goals for Students, paying particular attention to how the statements set expectations for quality, integrated education; and
- Indicators of Success for each of the Board's goal areas.

To assist them in completing their task, Advisory Committee members were provided with extensive information on the statewide condition of education. The committee considered major studies and reports which document trends, progress and statewide needs for improvement of educational services to Connecticut's children, youth and adults. References that were particularly useful for planning purposes included *Meeting the Challenge* (1986), *Jobs for Connecticut's Future* (1986), *Indicators of Success* (1987), *Connecticut's Common Core of Learning* (1987), *Connecticut: The State and Its Educational System* (1988), *Poverty and the Department of Education: A Report to the Governor's Human Services Cabinet* (December 1988), *The Connecticut Continuum: Connecticut's Commitment to the Teaching Profession* (1988), *Quality and Integrated Education: Options for Connecticut* (1989) and reports on the results of Connecticut's Mastery Tests and the implementation of the 1988 Education Cost Sharing (ECS) grant formula.

**The committee's** discussions were spirited and probing. The debate focused on critical statewide needs for improving equity and excellence in education, for building on our strengths and for targeting new strategies to achieve desired change. On the basis of its extensive review, analysis and deliberations, the Advisory Committee recommended a proposal to the State Board of Education for the 1991-1995 Comprehensive Plan in November 1989.

**Public comment** on the draft of the Comprehensive Plan was solicited from a wide variety of public and private organizations and from all the state's citizens. More than 1,400 notices for public hearings were distributed among local school districts, business and labor organizations, other state agencies and professional groups in November 1989. Three public hearings (in Hartford, Norwich and Norwalk) were held on January 16 and 17, 1990.

**The State Board** of Education members considered public comments carefully when they discussed the plan revision at their February and March 1990 meetings. The Board adopted the 1991-1995 Comprehensive Plan on April 4, 1990, prior to the beginning of the first year (fiscal year 1990-1991) of the new five-year period.

**The strategies** and outcomes articulated in *Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education: A Policy Plan 1991-1995* are not all-inclusive of the concerns and activities of the State Board of Education and the State Department of Education. They do, however, represent an expression of those statewide priority issues which will receive focused energy and resources during the next five years.

# Statewide Educational Goals for Students 1991-1995

**What is to be learned?**

**What is to be taught?**

**What expectations do we have of and for Connecticut students?**

**These questions** are central to the mission of the public schools. Connecticut's statement concerning the student outcomes of public education are reflected in the 1991-1995 Statewide Educational Goals for Students. The five goals, which represent a major revision of the 1986-1990 goals, set forth the Board's expectations for all students, regardless of their town of residence, economic or social background or unique needs.

**The goals** acknowledge the changing, dynamic and interdependent world our children will inherit. They build on the original Statewide Educational Goals for Students adopted by the State Board for the 1980-1985 Comprehensive Plan. The goals emphasize mastery of foundation skills in communication and computation and reinforce reasoning skills students will need in order to effectively use knowledge and experience — to analyze problems, challenge ideas, reflect, create and contribute to their world.

**The revised goals** incorporate the expected attitudes and attributes, skills and competencies, understandings and applications of knowledge embodied in *Connecticut's Common Core of Learning,* a policy adopted by the Board in 1987. There is a new emphasis on the skills necessary to locate information using computers and other technologies, the development of learning skills and the capacity for lifelong learning. The knowledge and understanding necessary for healthy growth and physical fitness have been added. Statewide expectations for students' acquisition of knowledge have been clarified to incorporate history, social sciences, the creative and performing arts, literature and languages. The goals also reflect a new emphasis on global perspectives and issues.

**Together,** these goals reflect the sum of experiences offered by a quality, integrated education. These are the expectations we have for all of Connecticut's public school students as a culmination of the public school experience.

# Statewide Educational Goals for Students 1991-1995

## Goal One

## Motivation to Learn

Students must be motivated to learn and to respond to the high expectations of their parents, teachers and school administrators and to their own inherent need to grow and develop. Connecticut public school students will:

- develop self-understanding and a positive self-concept;
- understand and strive to fulfill their own personal aspirations;
- develop positive feelings of self-worth which contribute to self-reliance, responsible behavior, personal growth, health and safety;
- demonstrate strong motivation and persistence to learn; and
- exhibit an inquisitive attitude, open-mindedness and curiosity.

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## Goal Two

## Mastery of the Basic Skills

Proficiency in the basic skills is essential for acquiring knowledge and for success in our society. Connecticut public school students will:

- learn to communicate effectively in speech and writing;
- listen, view and read with understanding;
- acquire knowledge of and ability in mathematics;
- demonstrate skills necessary to locate and effectively use a variety of sources of information, including print materials, media, computers and other technology;
- demonstrate decision-making, reasoning and problem-solving skills alone and in groups; and
- demonstrate good study skills and skills necessary for lifelong learning.

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## Goal Three

## Acquisition of Knowledge

Acquiring knowledge leads to fuller realization of individual potential and contributes to responsible citizenship. Connecticut public school students will:

- acquire the knowledge of science and technology, mathematics, history, social sciences, the creative and performing arts, literature and languages;
- acquire the knowledge necessary to use computers and other technologies for learning and problem solving;
- acquire an understanding and appreciation of the values and the intellectual and artistic achievements of their culture and other cultures; and
- take full advantage of opportunities to explore, develop and express their own uniqueness and creativity.

# Statewide Educational Goals for Students 1991-1995

## Goal Four

## Competence in Life Skills

As adults, students will be challenged to function successfully in multiple roles — as a citizen, family member, parent, worker and consumer. Connecticut public school students will:

- demonstrate an ability to make informed career choices;
- understand the responsibilities of family membership and parenthood;
- demonstrate the ability to undertake the responsibilities of citizenship in their communities, in the state, in the nation and the world;
- understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
- understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness and management of stress;
- understand and develop personal goals and aspirations; and
- upon completion of a secondary-level program, demonstrate the skills, knowledge and competence required for success in meaningful employment, and be qualified to enter postsecondary education.

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## Goal Five

## Understanding Society's Values

As responsible citizens, students will enrich their family, community and culture and create equal opportunity for all persons to participate in and derive the benefits of their society. Connecticut public school students will:

- respect and appreciate diversity;
- understand the inherent strengths in a pluralistic society;
- recognize the necessity for moral and ethical conduct in society;
- understand and respond to the vital need for order under law;
- acquire the knowledge to live in harmony with the environment, and actively practice conservation of natural resources;
- respect the humanity they share with other people and live and work in harmony with others;
- acquire and apply an understanding and appreciation of the values and achievements of their own culture and other cultures; and
- show understanding of international issues which affect life on our planet and demonstrate skills needed to participate in a global society.

How will we know if these high expectations are being met? Statistical indicators for measuring statewide progress in student performance have been incorporated in this plan since 1986. The Indicators of Success for 1991-1995 will continue to provide the Board with a method of annually communicating to the public the status of student performance in Connecticut; specifically, what students know and are able to do.

Reflecting the revised goals, new Indicators of Success have been incorporated to measure trends in students' attitudes (self-esteem), behavior (physical fitness), health and higher-order skill mastery (reasoning and problem-solving).

Most assessment methods and survey instruments necessary to report on the Indicators of Success are currently in place. Examples include the Connecticut Mastery Tests in Grades 4, 6 and 8; the National Assessment of Educational Progress (NAEP); and annual collections of information on attendance and graduation rates. New assessment methods scheduled to be implemented during 1991-1995 include assessments for high school level mathematics, science and the arts. This plan supports the need to replicate the 1989 statewide survey concerning youth substance abuse conducted by the Connecticut Alcohol and Drug Abuse Commission.

## Indicators of Success 1991-1995

- An increase in school attendance of students
- An increase in student self-esteem
- An increase in student reading performance
- An increase in student writing performance
- An increase in student listening skills
- An increase in student mathematical skills
- An increase in student problem-solving and reasoning skills
- An increase in high school student ability to apply subject-area knowledge and understandings
- An increase in the Connecticut SAT scores at a rate greater than or equal to the national rate
- An increase in participation in extracurricular or cocurricular activities
- An increase in the physical fitness of students
- A decrease in the prevalence of student use of alcohol, tobacco and drugs
- A decrease in the number of pregnancies and the incidence of sexually transmitted diseases among school-age youth
- A decrease in abusive student behavior toward other students, school personnel or property
- An increase in the proportion of ninth graders who complete high school
- An increase in the proportion of secondary school graduates in civilian or military employment, postsecondary education or training programs

It is most important that we not only measure student performance and chart progress, but also that we use this information to make more informed decisions for school and program improvement. Decisions made by policy makers at the state and local levels to design strategies for change form the essence of good planning.

The comprehensive planning process serves the purposes of two state laws. The first, Section 10-4(c) of the Connecticut General Statutes, requires the State Board of Education to develop a plan for its own operations. The second, Section 10-220(b), requires local and regional boards of education to develop local statements of goals which are consistent with the statewide goals for education developed by the State Board of Education under Section 10-4(c).

This system for goal setting at both the state and local levels assists the State Board of Education in fulfilling its statutory responsibility to provide each student with "equal access to a suitable program of educational experiences" in a coordinated and consistent manner statewide. Elements of the state and local processes for setting and pursuing educational goals for students include the following:

- the Board's statewide goals form the basis for local goals which are developed by local and regional boards of education (and which the Commissioner of Education must review and approve every five years);
- local boards of education are required by statute to develop student objectives in terms of specific expectations for students' skills, knowledge and competence which are based upon the goals it has established;
- assessment programs, both statewide and local, measure student achievement and performance — progress, success and needs for improvement; and
- superintendents must annually attest to the Commissioner of Education that program offerings and instruction are based on stated educational goals and student objectives.

Thus, instruction in the state's public schools reflect the goals established by the State Board of Education.

**A new element** is to be added to the current state and local system of accountability as part of this 1991-1995 plan. Building upon the existing state-level structure of responsibility and accountability to the public, one of the new five-year objectives (see objective 9 of Board policy Goal VIII, To Report on the Condition of Education, page 63) will require school districts to report annually to the public progress on the indicators of success for their educational goals for students. The design of school profiles and district profiles will give consideration to information such as the following:

- student attendance;
- performance on Connecticut Mastery Tests;
- performance on norm-referenced tests and/or Scholastic Aptitude Tests;
- graduation (and dropout) rates; and
- high school graduates' follow-up status.

The primary purpose of such a requirement is to communicate to parents and the public comprehensive information concerning student achievement and the outcomes of public education. This is a critical form of public accountability. By incorporating a systematic local approach which parallels state-

wide Indicators of Success, the State Board of Education and local school districts continue to share the responsibility to monitor and report progress and results on a regular basis.

The 1991-1995 Indicators of Success, both statewide and locally, identify significant areas of student performance. They take the pulse of the student body and inform policy makers of the relative health of the educational system. Traditionally, the Indicators have been stated as desired "increases" or "decreases" in performance over time. They tell us if we are headed in the right direction toward meeting our goals.

A refinement in the use of the Indicators of Success is called for as a renewed way of setting expectations for student performance and outcomes. A new objective has been incorporated (see objective 11 of Board policy Goal VIII, To Report on the Condition of Education, page 64) in this plan. The purpose is to establish numerical standards against which progress can be measured, to set numerical targets to be attained during the five-year period, and to report annually on progress toward reaching the targets.

A process will be initiated to develop consensus recommendations for annual review and approval by the Board. Within the 16 Indicators of Success, the initial focus will be on academic performance indicators — on which schools have the greatest impact and are most accountable to the public.

*For the past decade, Connecticut's leaders have acknowledged the need to set goals and measure educational performance. Recent national discussions of this need have reinforced the value of periodically reviewing — and renewing our commitment to — educational goals for students. Articulating these goals focuses our collective energy toward a shared, broad-based vision of teaching and learning.*

# Board Goals, Objectives and Indicators of Success 1991-1995

*How the State Board of Education proposes to target its statewide efforts within the state/local partnership is reflected in the eight policy goals (and the objectives which support them) articulated in this Comprehensive Plan. These goals and objectives identify the priorities for the Department of Education in the coming five years. (See pages 21 to 64 of this plan.)*

**Goal I** **To Ensure Equity for All Children**

**Goal II** **To Improve the Effectiveness of Teachers and Teaching**

**Goal III** **To Ensure Access to Developmentally Appropriate Early Childhood Programs and Services for All Young Children and Their Families**

**Goal IV** **To Improve Skills for Future Employment**

**Goal V** **To Improve and Expand Adult Education Programs**

**Goal VI** **To Improve the Quality of Instruction and Curriculum**

**Goal VII** **To Improve the Delivery of Quality Education and Occupation-Specific Training Below the Associate Degree Level in Connecticut's Regional Vocational-Technical School System**

**Goal VIII** **To Report on the Condition of Education in Connecticut**

# GOAL I

## To Ensure Equity for All Children

Money alone cannot guarantee a good education; competence, creativity and commitment are essential to providing a quality learning experience. Adequate funding, however, is a critical element in each school district's ability to offer each of its students the opportunity to learn, to grow, to flourish.

**The State Board** of Education remains committed to the principle (identified as a major objective of the 1986-1990 Comprehensive Plan) that the state should pay at least 50 percent of the total statewide expenditures from state and local tax revenues for public elementary and secondary education in Connecticut.

**Substantial progress** toward achieving this objective has been made. As a proportion of the total state, local and federal expenditures for public education, the state share of education spending had grown from 39.2 percent in 1985-86 to 44.7 percent (projected) in 1989-90 — in just four years.

Distributing state education funds in a way that takes into consideration school districts' wealth and educational need also is essential in ensuring equity for all children. According to the December 1988 report *Poverty and the Department of Education,* Connecticut's wealthiest towns are 20 times as wealthy as its poorest towns; wealth in the state ranges from six towns with less than $50,000 per need student in property/income wealth to five towns with more than $1 million per need student.* Such disparities clearly affect towns' relative abilities to provide quality educational opportunities; to lessen these disparities, the state must continue to direct more aid to needier towns. This is the goal of the new Education Cost Sharing Grant, which also uses Connecticut Mastery Test data as a determinant of educational need in its finance equalization formula. Other state education grants also are based, in part, on districts' wealth and educational need.

While equalization of funding continues to be critical, educational equity also means that all students will have the opportunity to learn in an environment that actively affirms the value of all individuals and celebrates human diversity. A multicultural learning environment is, by definition, an integral part of a quality education. Yet, racial and economic isolation is a reality in Connecticut communities and, therefore, in Connecticut schools. In October 1988, almost 72 percent of white students attended public schools with less than 10 percent minority enrollment, while over 32 percent of minority students attended public schools with more than 90 percent minority enroll-

* *"Need students" reflects the number of students in regular programs plus additional counts for children in low-income families and additional counts for students who score below the remedial standard of the statewide mastery tests. "Town wealth" is based on that town's Equalized Net Grand List per need student and on its relative per capita income. (Definitions are derived from Public Act 88-358, the law which established the Education Cost Sharing Grant.)*

ment. In the state's five large cities, 76.2 percent of all students were members of a minority group; in Hartford, the figure was 91.3 percent.

**Most fundamentally,** students must be **in** school — healthy, attentive and able to participate in programs as fully as possible — in order to achieve as learners and as citizens. The economic imperative, alone, is striking. Individuals who earn a high school diploma have more career and economic opportunities than those who do not: *Jobs for Connecticut's Future* (1986) reported that, in Connecticut in 1985, the unemployment rate for those who had completed high school was 4.8 percent, while the unemployment rate for those who had completed only Grades 9, 10 or 11 was 15.8 percent. The benefits of a high school education are equally important to the larger community: A well-educated work force is essential to Connecticut's increasingly high-technology, service-oriented economy.

**A**IDS, substance abuse, teenage pregnancy, suicide, homelessness, hunger, neglect and abuse confront Connecticut students every day. The State Board of Education is committed to working with other agencies and organizations to overcome the effects of these problems by supporting Connecticut families and assisting Connecticut students to stay — and succeed — in school.

**The objectives** developed in support of this goal address the full range of equity concerns: from the equitable distribution of resources to support for learners with a variety of personal and educational needs.

# GOAL I

## State Board Objectives 1991-1995

1. To provide statewide incentives for integrating the public schools and reducing racial isolation among school districts by improving each district's capacity to provide each child with equal educational opportunity through the expansion of interdistrict cooperative, summer school, staff development, early childhood education and other programs.

2. To develop, in cooperation with appropriate groups and organizations, a set of new state aid programs to support interdistrict school programs that promote racial/ethnic and economic integration.

3. To ensure nondiscrimination on the basis of race, color, national origin, gender and handicap and to reduce racial isolation within and among school systems by:

   a. strengthening voluntary interdistrict cooperation — with special emphasis on programs and schools that promote quality, integrated education — by (1) providing financial incentives for educational programs and services, (2) continuing support for regional educational service centers and (3) promoting public awareness of the advantages of interdistrict cooperation in meeting educational needs and ensuring quality, cost-effective programs;

   b. reissuing guidelines for intergroup relations and providing technical assistance to teachers, administrators and other school personnel so that they may eliminate bias and stereotyping in instructional materials, stress the positive contributions that all individuals can make in our society and assist each student to develop a positive self-image;

   c. developing training units to increase the State Department of Education staff's awareness of discriminatory and nondiscriminatory practices;

   d. providing information and technical assistance to teachers, parents and community groups to increase their awareness of the need for equity for women and girls;

   e. ensuring access to all suitable programs for educationally handicapped students, stressing abilities instead of disabilities and developing positive self-images and mutual respect;

   f. providing technical assistance to local school districts in the identification, assessment and placement of limited-English-proficient students in order to improve the

quality of their education;

g. providing for each child identifiable, adequate and appropriate services such as transportation and health, as provided by law, and encouraging the provision, through appropriate agencies, of guidance and career counseling, the services of a social worker, and school psychologist, speech and hearing services, and nutrition and child-care services;

h. monitoring and providing technical assistance, including staff training and instructional resources in food service management and nutrition education, to all child nutrition programs;

i. initiating, maintaining and expanding nonprofit food service programs for children in day-care centers, Head Start facilities, family day-care homes and after-school centers; and

j. increasing the percentage of students who graduate from high schools each year and reporting on the follow-up status of students.

4. To increase state aid for education so that the state will pay at least 50 percent of the total statewide expenditures from state and local (excluding federal) tax revenues for public elementary and secondary education.

5. To monitor the impact of the Education Cost Sharing Grant on school finance equalization and to refine the grant formula as needed.

6. To review and revise, if needed, all major categorical grants and to monitor their impact on school finance equalization.

7. To employ financial incentives to expand the School Breakfast Program to children enrolled in local school districts who are in the greatest need of a nutritious breakfast at school.

8. To continue to implement and (when appropriate) expand, through the state grant and extra technical assistance, the Priority School District program, which serves those districts with the greatest demonstrated need to improve student achievement, enhance educational opportunities and reduce the dropout rate.

9. To participate in the development and implementation of interagency strategies to support students at risk of academic failure and dropping out of school, youth substance abuse prevention, youth pregnancy prevention and strategies which support family preservation and coordinate community and college resources for children and families.

10. To support and evaluate programs for youth at risk of school failure, including compensatory education, bilingual education, summer school, Priority School District and dropout prevention grant programs.

11. To evaluate programs for special education students by:

a. profiling the statewide demographic characteristics of special education students;

b. examining the trends in expenditures for special education; and

c. assessing the statewide skill-level achievement, attitudes and attributes of students receiving special education services.

12. To report on trends and needs for improvement in students' accomplishments by analyzing student outcome data by gender, race/ethnicity, socioeconomic status and type of community within a context of relevant demographic and economic trends.

13. To report on the components of equal educational opportunity: (1) access, (2) staff and material resources, (3) program, (4) assessment of outcomes, (5) remedial education and (6) funding.

## Indicators of Success 1991-1995

- A decrease in the disparity in participation in educational programs among the state's subgroups of students (by race/ethnicity, gender, school district, parental income and similar subgroups)
- A decrease in the disparity in educational outcomes among the state's subgroups of students (by race/ethnicity, gender, school district, parental income and similar subgroups)
- An increase in the percentage of students educated in racially/ethnically integrated settings
- A decrease in the disparity among districts of regular program teaching staff per need pupil
- A decrease in the disparity among school districts of regular program expenditure per need pupil
- A decrease in the disparity among districts in both starting and midcareer salaries
- A decrease in the disparity in school tax rates raised from local property taxes
- An increase in the percentage of AFDC-eligible students participating in school breakfast programs

## GOAL II

# To Improve the Effectiveness of Teachers and Teaching

**The teacher** is the key to student learning.

It is therefore critical that we ensure that only highly qualified educators are teaching Connecticut's students. To do this, Connecticut has initiated significant reforms in recent years to redesign the certification system, provide support for and testing of student and beginning teachers, and require continuing professional development of experienced teachers. It is now essential that in the coming years these new standards for the teaching profession are implemented consistently and effectively, monitored closely, and revised and strengthened when needed.

**Renewed emphasis** on teacher standards reinforces the intrinsic value of teaching — the importance to the community, and the satisfaction to the teacher, of helping young people to learn, to grow and to achieve. However, in order to attract talented individuals into teaching — and to make it possible for them to remain in education — it is essential that the teaching profession be financially rewarding and competitive with other occupations. Therefore, in addition to new statewide standards for both prospective and experienced teachers, the state's efforts to strengthen the teaching profession have included enhancement of teacher salaries, with the objective of raising salaries to a level competitive with other professional occupations. Both factors in the equation — standards and salaries — must continue to receive appropriate emphasis.

**The State Board** of Education also strongly supports efforts to attract more minority men and women into the teaching profession. In the fall of 1988, just 6.3 percent of professional staff members in Connecticut public schools — compared to 23.7 percent of the state's public school students — were members of minority groups. By 2005, the proportion of minority students is projected to be approximately 30.9 percent. An integrated learning environment is an integral part of a quality education, and it is important that Connecticut's teaching force reflect the racial and ethnic diversity of the state's student population.

**Projected trends** in teacher supply and demand suggest that the state's education reform initiatives will have a significant impact on the quality of teaching in Connecticut classrooms. According to Department of Education analyses, Connecticut schools will have to fill approximately 3,000 professional staff positions each year from 1990 through 2000. Thus, during the period addressed by this Comprehensive Plan (1991-1995), the potential exists for some 15,000 individuals to enter teaching in Connecticut having met the state's new, and more demanding, standards for teachers.

**To begin teaching** in a Connecticut classroom, a pro-

spective teacher must earn an initial educator certificate. This is granted to individuals who have met the standards of the teacher preparation program which they attended and of the two state-administered testing programs. The Connecticut Competency Examination for Prospective Teachers (CONNCEPT) ensures that prospective teachers have essential skills in reading, writing and mathematics. The CONNTENT examination assesses whether prospective teachers have the content knowledge critical to their subject specialization.

In addition, students enrolled in teacher preparation programs in Connecticut colleges and universities are provided valuable support through the Cooperating Teacher Program. In this program, veteran teachers work with student teachers in their first classroom experiences.

A beginning teacher who is issued an initial educator certificate must participate in the Beginning Educator Support and Training (BEST) Program. The new teacher is assigned a mentor teacher and is assessed throughout the year on his or her classroom performance. Mentors are specially trained, experienced teachers who serve as resources and role models while assisting new teachers to improve their skills in the areas of planning, classroom management, instruction and assessment of student progress. Six trained assessors conduct independent classroom observations of each beginning teacher using the Connecticut Competency Instrument, which identifies 10 areas essential to effective teaching.

When a beginning teacher has successfully completed the BEST Program, he or she is awarded a provisional educator certificate, which represents the second step on the new, three-tier certification continuum. The final step is the professional educator certificate, which is granted upon successful completion of 30 hours of additional college-level study in accordance with the requirements of the specific endorsement area, plus at least three years of successful teaching under the provisional educator certificate.

**Experienced teachers** who hold professional educator certificates also must meet certain standards. To maintain this certificate, these educators must complete nine continuing education units (CEUs), a total of 90 hours of professional development, every five years. This requirement reflects the importance of ongoing professional renewal throughout every teacher's career.

**To assist educators** in earning the required CEUs, the State Board of Education will continue to support diverse opportunities for professional development. These include workshops and seminars sponsored by the state's Institute for Teaching and Learning and programs designed and sponsored on a local or regional basis.

In addition to opportunities for professional development, opportunities for recognition and rewards must be available to teachers throughout their careers. One approach to acknowledging excellence in teaching is through the vital roles of cooperating teacher, mentor teacher and assessor. Those who are selected and trained to fill these roles support the development of new teachers, the advancement of the teaching profession, and their own professional growth. They also receive significant remuneration for their efforts. Thus, the newly named Teachers' Standards Implementation

Program, which combines the Cooperating Teacher Program and the Beginning Educator Support and Training Program, fulfills two important purposes. It supports new and prospective teachers as they grow into the profession, and it recognizes and rewards experienced teachers who have developed special expertise in the art of teaching.

**Connecticut's finest educators** also are honored through a variety of recognition programs, including the Teacher of the Year, Celebration of Excellence and Connecticut Educator awards. The State Board of Education strongly supports these programs and encourages the development of new opportunities to acknowledge the contributions of the state's best educators.

**The Board** also recognizes the critical leadership role of school administrators and the many challenges they will face in the 1990s. Thus, this goal area reflects a new focus on school leadership, with particular emphasis on the need to review the programs that prepare administrators and the strategies for assessing administrators as they undertake their roles.

The purpose of all these efforts is profoundly important: to provide the best possible instruction for students in Connecticut classrooms.

# GOAL II

## State Board Objectives 1991-1995

1. To initiate, with the Board of Governors for Higher Education, joint strategies for recruiting a teaching force which increasingly reflects the diversity of Connecticut's student population, including strategies such as programs designed to recruit paraprofessionals into the certified teaching force.

2. To improve the preparation of teachers and administrators through implementation of revised criteria to strengthen the evaluation of Connecticut's teacher preparation programs in cooperation with the Board of Governors for Higher Education and Connecticut's teacher preparation institutions.

3. To review systematically and update, as necessary, the certification law and regulations, with particular emphasis on the preparation of administrators and interstate reciprocity for certification.

4. To design strategies for assessing prospective administrators for certification.

5. To improve the essential skills and subject matter knowledge of prospective teachers by:

   a. administering and evaluating the results of a testing program for the essential skills in reading, writing and mathematics, known as the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) Program;

   b. administering and evaluating the results of a program to test subject knowledge prior to being certified in Connecticut, known as the Connecticut Subject Knowledge Examination (CONNTENT) Program; and

   c. assessing the subject matter knowledge of prospective elementary teachers through strategies that provide alternatives to conventional testing formats and evaluating the results of the Connecticut Elementary Educator Examination Program.

6. To strengthen the new statewide induction process for teachers, the Teachers' Standards Implementation Program, which has two components: the Cooperating Teacher Program and the Beginning Educator Support and Training (BEST) Program.

7. To improve the teaching competencies of beginning teachers by:

   a. assessing beginning teachers on the 15 Connecticut competencies that reflect skills, teacher behaviors and understandings that represent effective teaching;

   b. designing assessment strategies that measure a beginning teacher's ability to integrate subject knowledge and pedagogy to achieve an in-depth understanding of the knowledge that a teacher uses to design and deliver instruction;

c. recruiting experienced teachers to participate as cooperating teachers and mentor teachers, and administrators and teachers to participate as assessors; and

d. training annually a pool of available assessors who are eligible to participate in the BEST assessment program.

8. To improve the processes of teacher and administrator observation, supervision and evaluation by disseminating research information obtained from implementation of the Beginning Educator Support and Training Program and other local and national sources.

9. To support planned, ongoing and systematic continuing education programs (including, but not limited to, drug and alcohol education and strategies to promote quality, integrated education) for all teachers, administrators and other certified education staff by:

a. providing statewide professional development programs, grants for local and interdistrict programs and technical assistance for district, school-based and individual professional development improvement efforts;

b. encouraging local education agencies and teacher preparation institutions to develop cooperative working relationships; and

c. providing advisory and support services to assist professional organizations in providing professional development opportunities for their memberships.

10. To assist local and regional school districts to plan and implement comprehensive career development continuums which incorporate programs such as professional development, career incentive and teacher evaluation.

11. To evaluate the effectiveness of the Institutes for Teaching and Learning, Cooperating Teacher Program, BEST Mentorship and BEST Assessment Programs.

12. To assess the supply and demand of teachers in Connecticut and to participate in regional teacher labor-market studies.

13. To continue to support the Institute for Effective Teaching's Alternate Route Program by providing assistance to the Board of Governors for Higher Education:

a. in establishing and refining policies and procedures related to the program;

b. in recruiting minority participants;

c. in selecting candidates and faculty members for the Alternate Route Program; and

d. in implementing certification and testing requirements.

14. To recognize excellence in teaching by identifying exemplary educators, informing the public of their outstanding performance and success and disseminating model practices to their colleagues and the public.

15. To continue to professionalize teaching through efforts such as the Institutes for Teaching and Learning, the use of cooperating teachers, teacher assessors and teacher mentors, and the Statewide Permanent Advisory Council on the Teaching Profession.

## Indicators of Success 1991-1995

- An increase in the percentage of prospective teachers proficient in reading, writing and mathematics
- An increase in the percentage of prospective teachers who pass subject-area examinations
- An increase in the percentage of beginning teachers who pass Connecticut's observational classroom performance assessment
- An increase in the average SAT scores of high school students intending to major in education
- An increase in teachers' starting and midcareer salaries to levels competitive with other occupations requiring similar training
- An increase in state and local funds for professional development
- An increase in the percentage of minorities who pass the assessments of essential skills, subject-area knowledge and classroom performance in Connecticut's teacher induction process
- An increase in the percentage of alternate route candidates who are employed and remain in teaching
- An increase in the percentage of female administrators and minority teachers and administrators
- An increase in teacher-reported satisfaction toward teaching

## GOAL III

# To Ensure Access to Developmentally Appropriate Early Childhood Programs and Services for All Young Children and Their Families

**A**ny endeavor is more likely to succeed when it gets off to a good and — early — start. This is especially true of learning: the lifelong endeavor that is crucial to the well-being of all individuals, their communities, their nation and, indeed, their world. *Our world.*

**All children,** however, do not get a good and early start on education. Some begin school with disadvantages that range from health and learning problems to the pressures faced by families living in poverty or experiencing transition. As they continue through school, these children are more likely to develop a wide range of difficulties (including substance abuse and teenage pregnancy) that place them at risk of failing in school and dropping out. Without an early start, education for too many children may come to an early — and costly — end.

**Early childhood programs** are designed to respond to the developmental needs of children from birth through the early primary grades. The goal is to reduce barriers to success in school — and, ultimately, in work, community and family life.

**M**any studies have confirmed that children who participate in high-quality early childhood programs are more likely to experience a wide range of benefits (such as completing school) and less likely to experience a variety of problems (such as delinquency). Research on the short-term benefits of such programs shows that they help improve children's intellectual performance as school begins and help reduce the need for children to be placed in special education programs or to repeat grade levels.

**A** study of the long-term effects of the High/Scope Foundation's Perry Preschool program reported a variety of benefits. These included increases in the percentage of participants who, at age 19, were functionally literate, enrolled in postsecondary education, or employed. Also documented were decreases in the percentage of participants who dropped out of school, became pregnant as teenagers, received welfare benefits, or were arrested. Translated into dollars, the study reports that an investment of $5,000 at the age of 3 or 4 resulted in benefits of approximately $28,000 in earnings, taxes and lower social costs through the age of 19.

**Early intervention** in the lives of children facing a variety of difficulties means considerably more than providing learning opportunities in day-care or preschool settings; it means offering a full range of health and social services to at-risk children and their families. Compre-

hensive, community-based programs that offer parent education and training, family support, and child-care services for infants, toddlers, preschool and school-age children are essential. Such programs are most effective when offered through collaborative efforts among state agencies (such as the Departments of Human Resources, Health Services, and Children and Youth Services) and regional and local agencies and organizations.

**All towns** need to have programs available to respond to the range of children's developmental needs and parents' schedules and resources. The State Board of Education is committed to working cooperatively with others to provide appropriate services to all those who can benefit from them.

**Kindergarten** — the traditional beginning of "formal" schooling — is a critical element in the early childhood learning continuum. This continuum begins with parents, includes the kinds of programs and services described above, includes the transition into formal schooling (kindergarten) and continues through the primary grades. The Board's emphasis on developmentally appropriate kindergarten programs — particularly in an extended-day format — will continue throughout the coming years.

**M**ost fundamentally, the State Board of Education recognizes the critical role of the parent as the child's first teacher and as an invaluable partner in the educational process. Schools and parents must be committed to working together to enhance learning opportunities for all children. This is the tradition of our nation's schools, yet the social and economic pressures that characterize our time can make it difficult to establish and sustain the kind of confident, cooperative relationship needed between families and schools.

**One of the challenges** — and one of the priorities — of the 1990s will be to encourage, support and enrich the parent/school partnership that is essential to the educational success of our children.

# GOAL III

## State Board Objectives 1991-1995

1. To provide leadership in support of the role of parents as children's first teachers and parents as partners in the educational process.

2. To assist school districts to plan, develop and implement high school completion programs for young parents with child-care and child-development components in school settings.

3. To ensure that every child starts school ready to learn by:

   a. targeting state assistance to school districts with the greatest concentration of educationally high-risk children;

   b. providing a comprehensive, coordinated continuum of early childhood services to all children under compulsory school age whose families are at or below the poverty level, including access to Head Start programs, extended-day kindergarten, before- and after-school child care, and summer programs; and

   c. linking these early childhood services with parental support and training services.

4. To increase the availability of developmentally appropriate early childhood education programs for young children and their families by:

   a. increasing opportunities for young children with special needs to be served with age peers who do not have special needs;

   b. joining other state human services agencies to plan and implement a comprehensive, multidisciplinary, family-focused service delivery system for all of Connecticut's developmentally delayed infants and toddlers and their families; and

   c. coordinating with the Departments of Human Resources and Health Services and other agencies to support the development of day care and before- and after-school care.

5. To increase the quality of developmentally appropriate early childhood programs for young children and their families by:

   a. providing training and technical assistance to personnel serving young children and their families;

   b. promoting racial, economic and cultural integration of young children in early childhood education programs; and

   c. analyzing and disseminating results of data collection and research in Connecticut's early childhood education programs, including the identification of successful practices in the transition of children from these programs to school experiences.

6. To encourage continued expansion of developmentally appropriate extended-day kindergarten programs by offering grants and technical assistance to school districts interested in implementing such programs.

7. To provide technical assistance in the effective use of information contained in the *Guide to Program Development for Kindergarten.*

8. To design and implement an evaluation of early childhood programs.

## Indicators of Success 1991-1995

- An increase in the number of elementary schools offering extended-day kindergarten programs
- An increase in the number of day-care providers with an approved education component
- An increase in the number of families with developmentally delayed children under three who receive early intervention services
- An increase in the number of elementary schools with before- and after-school care programs
- An increase in the number of nationally accredited early childhood programs
- An increase in the percentage of student parents who earn a high school diploma or General Educational Development (GED) diploma

# GOAL IV

## To Improve Skills for Future Employment

**All individuals** need opportunities to acquire the competencies and attitudes critical to becoming economically self-sufficient and productive throughout their lifetimes.

This goal area sets direction for the next five years to improve skills for future employment for all our school-age children and for out-of-school youth and adults needing skills to be economically competitive.

**Recent reports on economic productivity in our state** and country present the following conclusions:

- many new and existing jobs will require higher levels of cognitive, analytical and interpersonal communications skills in our technology-driven economy;
- the types and levels of abilities required will continue to move beyond basic reading and writing skills: creative thinking, problem-solving skills and the ability to work as part of a team will be competencies in great demand;
- new technologies and fluctuating markets will challenge Connecticut businesses; foreign competition affects a variety of Connecticut industries and the results may mean significant worker displacements. Connecticut employers will confront labor shortages through the year 2000, as the number of young people available to the work force declines;
- current and ongoing job restructuring will increasingly require workers to have some form of post-secondary education in addition to a strong secondary school education; and
- people entering the work force in the early 1990s are likely to change jobs 8 to 10 times during their working lives.

Goal IV sets forth the overarching five-year objectives for a comprehensive continuum of education and training programs administered by the Board and Department of Education. The continuum — basic literacy skills, career awareness and planning, prevocational and employability skills, vocational and technical training and occupational skills upgrading — is delivered to Connecticut students through numerous agencies at multiple locations. Consequently, Goal IV objectives pertain to programs provided by local school districts, the Regional Vocational-Technical School System and employment and training programs supported by the State Board of Education and offered by regional educational service centers, Private Industry Councils and local employers and unions.

**Many adults** need basic employability skills and occupation-specific competencies in order to secure and maintain good jobs. The concept of work force literacy encom-

passes reasoning and problem-solving skills that enable individuals to learn new tasks and to adapt to changing situations and changing technology. The lack of such skills in our adult work force continues to be a threat to the social and economic health of our communities, our state and our country.

The State Board of Education's Goals IV, V and VII go hand in hand. Goal V explicitly sets direction for adult basic skills literacy, citizenship skills and high school completion programs. Goal VII acknowledges action needed to strengthen the state's Regional Vocational-Technical School System programs for high school-age youth and for adults needing retraining or upgrading of occupational skills.

This State Board of Education plan envisions a unified set of goals to improve skills for future employability. The same vision is apparent in the 1989 state mandate for a *Governor's Human Resources Development Plan* prepared by the Connecticut Employment and Training Commission. The Governor's plan identifies 17 state agencies which operated more than 60 employment and training programs at a cost of more than $200 million in 1988. Both plans call for renewed efforts to meet the multiple education, training and support service needs of youth and adults — with the ultimate goal of successful transition into Connecticut's workplaces.

The State Board plan demonstrates a renewed emphasis on improving the quality of programs available especially to students who are not college bound. Approaches to making such improvements include documenting competencies acquired, improving program evaluation systems and constructively structuring partnerships with business, industry and labor groups.

**Higher standards** for acquisition of skills are called for by incorporating, into all programs, the expectations identified in *Connecticut's Common Core of Learning*. Also, inherent in the objectives is a commitment to participate in the development of a client planning and record-keeping system which is automated and uniform across agencies and support services — specifically for out-of-school youth and adults needing multiple services.

The State Board of Education's continuing commitment to interagency collaboration and delivery of coordinated services is reflected in Goals IV, V and VII of this 1991-1995 statewide plan.

# GOAL IV

## State Board Objectives 1991-1995

1. To equip all students for gainful employment and/or further education by:

   a. providing appropriate educational programs which result in students successfully completing school;

   b. documenting student competencies in the knowledge, skills and attitudes necessary for economic self-sufficiency and lifelong learning;

   c. providing a comprehensive program of career awareness, information, guidance and counseling, complemented by activities designed to strengthen decision-making skills;

   d. integrating the *Common Core of Learning* into all vocational, technical and adult education programs;

   e. designing and implementing a comprehensive evaluation system that provides for continuous feedback on and improvement of vocational-technical, employment and training and adult education programs; and

   f. utilizing national, state and regional economic projections to forecast Connecticut's labor market needs and to design vocational programs to meet those needs.

2. To encourage the active involvement of business, industry and labor in the improvement of school programs and employment and training services by:

   a. providing effective models of business, industry and labor programs;

   b. informing business, industry and labor of vocational programs that successfully prepare students for entry-level employment; and

   c. encouraging the development and expansion of various models of effective school-business, industry and labor collaboration.

3. To expand and improve employment and training services and programs for youth and adults, both in and out of school, by:

   a. supporting the coordination role of the Regional Private Industry Councils as employment and training collaboratives;

   b. promoting further coordination among local and regional school districts, regional educational service centers, vocational-technical schools, higher education, business, industry, labor, state agencies and community organizations;

   c. developing an integrated, comprehensive, competency-based case management system of client services from intake and assessment to basic skills, high

school completion, employability skills, job training, placement in employment and continuing support;

d. providing client trainees with necessary support services such as child care, transportation, guidance and counseling;

e. creating effective models of school-to-work transition for all students, with emphasis on the needs of students with disabilities; and

f. working with the Department of Income Maintenance and other state agencies to implement the educational requirements of welfare reform legislation, the Family Support Act of 1988.

4. To provide increased access to all vocational programs for all persons in Connecticut, including women, individuals from racial/ethnic groups, the economically disadvantaged and persons with disabilities, by:

a. reviewing, revising and implementing policies and practices which will guarantee equal access and increased representation by the above groups;

b. evaluating retention rates and the success of vocational program completers by race/ethnic group, sex, handicapping condition and economic status;

c. increasing the enrollment and completion of nontraditional students in traditionally sex-stereotyped vocational subjects;

d. establishing special outreach efforts and remedial programs for economically disadvantaged individuals and youth at risk of educational failure and dropping out of school, using the collaborative services of several agencies; and

e. evaluating existing regional vocational education programs and identifying characteristics of those which successfully advance quality, integrated education.

5. To redefine and improve the quality of vocational education in the comprehensive high school by:

a. providing leadership in the development of policies relating to secondary vocational education, in order to articulate and demonstrate the contribution of vocational education to all students' achievement of *Connecticut's Common Core of Learning;*

b. preparing and disseminating a guide to the development of vocational education curriculum that includes minimum competency levels, basic and higher-order thinking skills, general career knowledge, employability attributes and specific occupational skills;

c. increasing student participation in vocational student organizations, expanding cooperative (supervised) work experience in all vocational

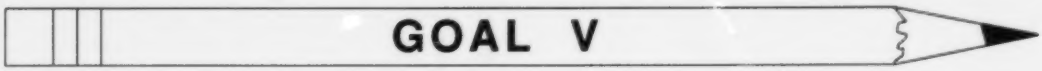
programs and describing the general outcomes of those experiences;

d. assessing student achievement of vocational education competencies for program improvement; and

e. promoting further coordination among local and regional school districts, regional educational service centers, higher education, business, industry, labor, state agencies and community organizations.

## Indicators of Success 1991-1995

- A decrease in the unemployment rate of high school graduates relative to the total state unemployment rate and the rate for 16- to 19-year-olds
- An increase in the number of students in comprehensive high schools enrolled in vocational education courses and programs relative to the change in high school enrollment
- An increase in the percentage of vocational program completers from comprehensive high schools who are employed in a field related to their training or who are pursuing further education
- An increase in the percentage of high school seniors in business and office programs who meet state performance standards in secretarial skills, general office skills or accounting
- An increase in positive attitudes toward work, work habits and interpersonal skills of students in Cooperative Work Experience (CWE) programs
- An increase in the percentage of handicapped students in vocational programs gainfully employed after graduation
- An increase in the number of participants and number of women, racial/ethnic minorities, economically disadvantaged individuals and persons with disabilities in employment and training programs
- An increase in the number of out-of-school youth and adults who complete employment and training services and programs and are placed in gainful employment




# To Improve and Expand Adult Education Programs

For reasons both practical and philosophical, learning must be a lifelong endeavor.

**The quality** of one's education directly affects the quality of one's life. The prevailing wisdom is that those who do not have a high school diploma find it harder to get a job than those who do; data clearly support this. For example, in 1985 Connecticut residents who had completed only Grades 9, 10 or 11 were more than three times as likely to be unemployed as those who had completed high school. National figures show that those who are employed earn more if they are high school graduates: $19,844 average annual earnings in 1986, compared to $16,605 for those with less than four years of high school. College graduates earn even more, on average.

Statistics like these that show the effects of too little education are probably not surprising. Information that shows the extent of the problem in Connecticut, however, may be very surprising:

- Of approximately 2 million Connecticut adults age 18 and older, more than 600,000 do not have high school diplomas.
- Of 18,812 AFDC recipients served by the Job Connection through June 1988, 11,482 or 61 percent had completed less than four years of high school; 4,045 or 21.5 percent had less than an eighth grade education.
- In each year from 1980 through 1987, an average of 7,800 immigrants entered Connecticut; according to estimates, more than 75 percent of these persons lacked English literacy skills.
- The number of Connecticut adults with limited English proficiency was estimated at 56,000 in 1987.
- Approximately 23,700 out-of-school youth from 16 to 19 years of age have not earned a high school diploma.
- Seventy percent of inmates in Connecticut prisons report not having completed high school.

**Adult education programs** in Connecticut include classes for those with limited English proficiency, basic skills education and secondary-level school completion. In 1988, 46,569 individuals were served by adult education programs. That year, 23 percent of those who were enrolled in adult basic skills education stopped attending before completing their programs. While some left to get jobs, the major reasons for leaving these programs were problems with transportation and child care. Providers must continue to be responsive to the learning challenges faced by adults with limited English proficiency, learning disabilities and/or a variety of family and job responsibilities. Flexible scheduling and convenient locations are particularly important in making programs more accessible to adult learners.

## GOAL V

Clearly, Connecticut's undereducated adults have multiple needs which must be addressed in coordinated fashion. School districts, community-based human service agencies, vocational education and employment and training programs must continue to work together to provide adult learners with a comprehensive package of services and alternatives to meet individual needs and life circumstances, including job counseling and training, transportation and child care. The federal Family Support Act of 1988 — which, among other provisions, requires parents under the age of 20 who are receiving welfare benefits to enroll in a diploma program if they do not already have a high school diploma — makes this kind of cooperative effort critical. The law requires that day care be provided for the children of welfare recipients who are required to participate in educational programs. The impact of the legislation on school districts, state agencies and other organizations will be significant.

The high-technology, information-oriented workplace of today and tomorrow requires a labor force that is both well educated and capable of adapting to a rapidly changing environment. Connecticut's economy is particularly dependent upon highly skilled workers. According to *Jobs for Connecticut's Future* (1986), 45.5 percent of new jobs created from 1984 through 1995 will require some specialized knowledge; 27.5 percent of new jobs will require in-depth knowledge in one field; and 22.2 percent of new jobs will require in-depth knowledge in several fields.

Due to the smaller size of the 16- to 24-year-old age group — the traditional pool of work force entrants — employers have been turning to older workers to meet their labor requirements. Clearly, the composition of the work force, as well as the technology of the workplace, will continue to change.

During the 1990s, renewed emphasis must be placed on continuous training, retraining and upgrading of skills for all employable — and employed — adults. We should strive for a work force that has the desire and the opportunity to continuously improve itself and the products and services it provides. Without question, effective adult education programs will be essential in meeting the changing needs of both workers and employers.

# GOAL V

## State Board Objectives 1991-1995

1. To identify populations in need of adult basic skills education by:

   a. maintaining and refining the database on target populations requiring basic skills education, including literacy and English-as-a-second-language programs and secondary school completion activities such as General Educational Development (GED) diploma preparation and high school diploma programs; and

   b. conducting statewide awareness campaigns on the problem of illiteracy and using regional networks and community organizations to assist in identifying and recruiting those adults most in need of further education.

2. To decrease the number of undereducated adults, including those who lack literacy and basic academic skills, a high school diploma and/or English language proficiency, by:

   a. increasing basic education program enrollment of underserved populations such as racial/ethnic minorities, women, single parents, recipients of Aid to Families with Dependent Children, persons with limited English proficiency, persons with special needs and out-of-school youth, particularly in urban areas;

   b. increasing the number of adults completing basic skills programs by expanding the development and implementation of successful program models which improve the quality and accessibility of adult basic skills instruction and support services;

   c. developing and implementing several alternatives for enhancing high school completion via the General Educational Development examination or the satisfaction of 20 credits of secondary school study; and

   d. providing the fiscal resources necessary to meet the growing need for adult basic skills education.

3. To expand the use of cooperative service delivery systems for basic skills education and employability training and support services by:

   a. implementing collaborative models with Higher Education and other service providers which enable the student to move from basic skills instruction to additional education, training or employment;

   b. working with the Department of Income Maintenance and other state agencies to implement the educational requirements of welfare

reform legislation, the Family Support Act of 1988;

c. extending the Connecticut Adult Performance Program (CAPP) management and accountability system to collaborative programs;

d. supporting the replication of successful program practices and disseminating the results of research and evaluation studies; and

e. working with the private occupational schools and the state approval process to provide improved coordination with public sector agencies and institutions and to review and improve the standards and procedures for approval of private occupational schools.

4. To improve the quality and accountability of adult basic skills programs by:

   a. completing the implementation of the Connecticut Adult Performance Program into basic skills programs;

   b. evaluating the results of the Connecticut Adult Performance Program implementation, including the development of a database relevant to student retention and outcomes and program performance; and

   c. revising programs based upon evaluation outcomes.

## Indicators of Success 1991-1995

- An increase in the total and number of adults who are minorities, economically disadvantaged or with disabilities enrolled in adult basic education programs
- An increase in applied English and math achievement of adult students in presecondary basic skills classes or in English for the limited English proficient
- An increase in the percentage of adults in basic skills programs who continue into high school completion programs
- An increase in the percentage of students in adult high school completion courses who persist and earn a high school diploma
- An increase in the percentage of students from adult education programs who pass the GED test

## GOAL VI

# To Improve the Quality of Instruction and Curriculum

To understand the depth and richness of what is meant by the term "instruction and curriculum," it is important to examine the answers to three essential questions:

- **What is being taught?**
- **How is it being taught?**
- **What resources are available to both the teacher and the student to help make the learning experience as successful as possible?**

**By addressing these questions,** this goal area seeks to define the information, understanding and approaches essential to meeting the State Board of Education's responsibility to provide each child with an "equal opportunity to receive a suitable program of educational experiences."

**Fundamental** to this effort is a firm belief in the principle that all children can achieve — regardless of social, physical or economic circumstances — and that it is the responsibility of educators to identify and provide the types of programs that will help them succeed.

**The State Board** of Education has high expectations of and for all Connecticut students. These expectations are described in the Statewide Educational Goals for Students that are part of this Comprehensive Plan and in *Connecticut's Common Core of Learning* — adopted by the Board "as its standard of an educated citizen and as its policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates" (see page 72). By improving the quality of instruction and curriculum, we improve the opportunities for students to meet those expectations.

The Connecticut Mastery Test and the Connecticut Assessment of Educational Progress (CAEP) are methods of identifying curriculum and program strengths and weaknesses, a first step in determining curriculum areas that need emphasis and in developing instructional methods most effective in meeting students' needs. The goal of testing is to evaluate what students know and are able to do, so that sound decisions about necessary changes in curriculum and instruction may be made by the teachers and administrators who are responsible for the educational success of our children.

**Many students** are in need of special support in meeting educational goals. These are students who have disabilities or unique talents, whose first language is not English, or whose achievement, for a variety of reasons, falls below established standards. In order to respond to student needs, programs in the areas of special education (including programs for students who are gifted and talented), bilingual education and remedial or compensatory education must be sustained, improved and expanded. The State Board of Education is committed to providing the resources and the leadership necessary to achieve these objectives.

# GOAL VI

**The Board** supports the principle that students with disabilities are best served in the least restrictive educational environment. A continuum of program placement options, with appropriate transitions between those options, is an important concept. Further, the Board's policy is that, wherever appropriate, students with disabilities should be integrated into the regular school environment. This approach can provide an effective and constructive learning experience for all students — with and without disabilities.

**All students** face issues related to their health and well-being, and these concerns are becoming increasingly urgent. Health education programs in our schools must be truly comprehensive; AIDS education and prevention, substance abuse education and prevention, child abuse prevention and suicide prevention are on a growing list of topics that must be presented effectively. School districts must have the knowledge, resources and commitment necessary to provide comprehensive health education in the 1990s. The State Board of Education will support and assist districts in their efforts to ensure that students are offered appropriate and effective health education programs throughout their public school experience.

**Many factors** present increasing challenges to schools throughout Connecticut and the nation. The pressure of international economic competition and the need to keep up with rapid advances in the use of science and technology in our daily lives and in the workplace are just two of these factors. Technological literacy is increasingly viewed as a necessity for our future citizens, and the State Board of Education supports efforts to assist students in achieving literacy in computers and technology.

As information increases exponentially, the ability to locate and use printed, visual and electronic information is increasingly viewed as a basic skill for our future citizens. The use of telecommunications and new and emerging technologies, such as indexing services and on-line databases, will greatly expand the instructional strategies available to teachers and the learning experiences of students.

The study of languages other than English, beginning in the early elementary grades, is anticipated to receive more attention throughout the new decade. Multilingual citizens will be increasingly important in maintaining our international economic competitiveness — if not survival.

**Students at risk,** families in transition and other social concerns also affect our schools and how our children are taught. Based on a growing body of research and discussion among educators, it is becoming increasingly apparent that school leadership must examine a variety of initiatives to redesign schools in order to improve student learning. Fundamental changes in the organization of schools, in the use of time, school facilities and school and community resources available for learning, and in the methods of instruction are believed to be necessary if we are to succeed in our goal of effectively serving *all* students — particularly those traditionally considered to be at risk of academic failure and dropping out.

**The State Board** of Education strongly supports school-based improvement projects and is committed to providing assistance to schools that undertake the rigorous, challenging task of redesigning their approaches to teaching and learning.

# GOAL VI

## State Board Objectives 1991-1995

1. To continue to develop and administer the Connecticut Assessment of Educational Progress (CAEP) program, which assesses a sample of Connecticut public school students at selected grade levels in the skills and competencies, attitudes and attributes, understandings and applications in *Connecticut's Common Core of Learning,* for the purposes of:

   a. reporting on the condition of subject area achievement;

   b. assessing critical thinking and performance skills within and across subject areas; and

   c. providing local and state subject area specialists with information to guide them in offering technical assistance and development activities.

2. To assist in the improvement of students' achievement through the use of the results of the Connecticut Assessment of Educational Progress (CAEP) and the Connecticut Mastery Test by providing student diagnostic information as follows:

   a. developing and monitoring institutes for teaching and learning;

   b. organizing and directing program improvement institutes in all curriculum areas;

   c. establishing a model for developing educational leaders as staff developers both within and outside their school districts;

   d. updating state guides to curriculum development and learning resources and technology which emphasize use of student achievement data;

   e. assisting teachers to develop students as strategic learners who have knowledge of the learning and thinking processes, control over the strategies they use and motivation to use them; and

   f. identifying exemplary programs and disseminating information about them along with descriptions of statewide and national trends in the curriculum areas.

3. To provide support and information to school districts in order to improve curriculum and facilitate broad implementation of *Connecticut's Common Core of Learning* by:

   a. providing resource information to local districts to assist them in developing curricular programs that are planned, ongoing and systematic;

   b. providing information to local school districts on how to incorporate all sections of the Common Core within the total school program, including sections on attributes and attitudes, skills and competencies and understandings and applications;

   c. updating state guides to curriculum develop-

ment and learning resources and technology to reflect the Common Core;

d. developing and disseminating guides for curriculum development in library media skills, thinking skills, computer literacy and AIDS education;

e. ensuring that all curriculum guides are free of language which reinforces stereotyping on the basis of race, color, national origin, sex and handicapping condition; and

f. ensuring that all state guides to curriculum development incorporate suggestions for interdisciplinary approaches and emphasize multicultural values, skills and knowledge that are part of quality, integrated education.

4. To build the capacity to support school districts in providing comprehensive health education, including a substance abuse prevention component, to all students K-12 and to include systems for the early identification, intervention and referral of those students who are exhibiting behaviors that are inappropriate and may reflect the use of alcohol and/or other drugs.

5. To improve the quality of learning resources and technology programs, including library media programs, computers and other technologies, through technical assistance and statewide incentives for developing and expanding these programs, by:

   a. providing reference and research services to staff in the State Department of Education by continuing to support and develop the Department library and information center;

   b. providing school districts with assistance and incentives in the areas of instruction, management information retrieval, data processing and telecommunications;

   c. providing assistance to districts in the review and selection of instructional materials, including computer software, films and recorded video, in cooperation with the regional educational service centers;

   d. providing assistance and incentives in developing and maintaining school library media programs;

   e. providing assistance to districts utilizing instructional television by supporting an instructional television service and providing workshops for districts;

   f. providing assistance to districts in the effective use of telecommunications to share instructional programs on an intra/interdistrict basis; and

   g. providing assistance to districts in the effective use of the Instructional Television Fixed Service (ITFS) system for delivery of instructional materials, professional development activities and teleconferencing.

6. To encourage the development of appropriate programs for all students identified as gifted and talented by:

a. providing technical assistance and information to school districts addressing the needs of gifted and talented students;

b. providing training and other professional development activities for personnel involved in the education of gifted and talented students; and

c. assisting local school districts in implementing aspects of their comprehensive program plans for education programs for gifted and talented students prepared pursuant to Connecticut General Statutes Section 10-76bb.

7. To provide bilingual education programs and to evaluate these programs adequately by:

   a. evaluating and monitoring state-mandated bilingual education programs as specified in the Department's Bilingual Education Program Evaluation Design and Guidelines;

   b. increasing state funding for mandated bilingual education programs;

   c. providing technical assistance and training to school districts which are implementing state-mandated bilingual education programs;

   d. implementing recommendations contained in the report of the State Board's Bilingual Education Legislation Review Task Force, including recommendations concerning assessment, professional development and program improvement;

   e. developing and disseminating model curriculums for the teaching of English as a second language;

   f. implementing recommendations developed through "Connecticut and Puerto Rico: An Educational Partnership," in the areas of student records, bilingual education, curriculum analysis, school improvement and programs for students at risk of school failure and dropping out;

   g. providing technical assistance to local school districts for developing and conducting activities designed to increase parent and community involvement related to their limited-English-proficient students; and

   h. assisting local school districts in securing additional funding and resources for programs to meet the needs of limited-English-proficient students.

8. To provide a full range of special education programs by:

   a. ensuring students with disabilities are educated in the least restrictive environment by supporting, wherever appropriate, integration into the regular school environment;

   b. developing coordination among the appropriate divisions of the State Department of

Education and with institutions of higher education to improve support and direct services related to the transition of students with disabilities into postsecondary education and/or work;

c. providing technical assistance and resources in the development of nondiscriminatory assessment procedures for minority students who may have disabilities;

d. providing assistance to school districts to expand and improve programs and support services for severely and profoundly disabled children in school systems; and

e. providing assistance for modification of facilities to maximize opportunities for students with disabilities within the regular school environment.

9. To provide appropriate remedial or compensatory educational services to all school children whose achievement falls below established standards by:

a. assisting local school districts in identifying schools with Chapter 1 projects in need of improvement and providing technical assistance to help them develop and implement school-based improvement plans;

b. raising the number of students mastering basic skills through increased state categorical support for compensatory education;

c. assisting local school districts to effectively use data on student achievement in developing and implementing their plans of educational evaluation and remedial assistance;

d. fostering school/parent collaboration by providing training and technical assistance to increase parental involvement;

e. revising procedures for implementing and monitoring remedial education programs in accordance with the reauthorization of the federal Chapter 1 law and the provisions of state law; and

f. integrating basic skills remedial support into regular classroom settings.

10. To expand the Summer School Incentive Grant Program to support primarily basic skills remedial services and to advance quality, integrated education.

11. To expand the School Effectiveness Project, whose purpose is to:

a. improve the educational achievement of low-income and minority children by helping individual schools to develop and implement comprehensive school improvement plans;

b. disseminate research information on school-based improvement and help individual school districts apply the research on school effectiveness, school-based change

and organizing students for instruction, and build this dissemination capacity with other agencies, such as regional educational service centers; and

c. strengthen remedial education programs by integrating EERA, Chapter 1 and school effectiveness activities into a comprehensive instructional model.

12. To review and report on implementation of the state's high school graduation requirements to assess the impact on school systems statewide, particularly how the requirements have changed the levels of course offerings and how they have affected high school retention rates, especially among high-risk students.

13. To improve student performance and achievement of educational goals by:

    a. encouraging school-based planning that promotes fundamental changes in the organization and methods of instruction and time for learning;

    b. supporting local school and district efforts that incorporate shared decision-making processes which include policy makers, administrators, teachers, parents and community representatives; and

    c. encouraging schools to strengthen relationships between parents and schools and school and family services.

# GOAL VI

## Indicators of Success 1991-1995

- An increase in time allocated to instruction
- An increase in the number of credits taken by graduating seniors
- An increase in the number of districts that systematically review curricula and ensure the offering of quality, up-to-date programs
- An increase in regular program expenditures for instructional supplies, learning resources and technology, textbooks and instructional equipment relative to inflation
- A decrease in the percentage of students below state standards in the basic skills
- An increase in the proportion of students in need of basic skills remediation who participate in summer school
- An increase in the percentage of students in Compensatory Education programs who make significant educational gains
- An increase in the proportion of students who exit a bilingual education program with English proficiency, specifically with scores at or above the 35th percentile on a standardized English achievement test
- An increase in the proportion of handicapped high school graduates participating in postsecondary training or education
- An increase in the number of gifted and talented students receiving special programs and services at elementary, intermediate and high school levels
- An increase in the percentage of students taking courses eligible for college credit, including the percentage of minority and all high school students taking advanced placement tests

## GOAL VII

# To Improve the Delivery of Quality Education and Occupation-Specific Training Below the Associate Degree Level in Connecticut's Regional Vocational-Technical School System

**Connecticut's system** of state-operated regional-vocational technical schools represents a 75-year tradition of voluntary interdistrict collaboration. The 17 schools and 5 satellites located in 22 towns offer a wide range of full- and part-time educational programs for high school students and adults. The curriculum covers 44 occupational areas which require training through high school completion but below the associate degree level.

**Students** from nearly every community in the state voluntarily enroll in the vocational-technical schools' high school program. Each year approximately 10,500 students are served; in 1988-89, this represented 8 percent of all secondary-level public school students, up from 6.6 percent in 1980. At present, due in part to the decline in the total number of high school-age youth, these schools are able to accept nearly all the students who choose to apply. The regional vocational-technical schools continue to be the state's first public "schools of choice."

**Options available** to secondary-level students include the following:

- a four-year high school program which provides unique, high-quality vocational training while meeting the state's rigorous graduation requirements;
- a part-time afternoon (shared-time) program for students in Grades 9-12 who are unable to attend the full-time program; and
- a Summer Exploratory Program which allows students in Grades 7-8 to become acquainted with career preparation options offered by the regional vocational-technical schools.

**Diverse programs** also are provided to adult learners throughout Connecticut. The vocational-technical school system works in collaboration with other state and local agencies (e.g., the Departments of Labor, Human Resources, and Income Maintenance) to:

- provide theory training for an estimated 8,000 registered apprentices;
- offer short-term, job entry-level bilingual vocational training to allow adults to acquire English proficiency and job competencies at the same time; and
- provide occupational skills training and upgrading to any interested adult, on a fee basis, through the trade extension program.

**Full utilization** of these public facilities and expansion of integrated educational opportunities will continue to multiply the choices available to all students served through the Regional Vocational-Technical School System in the decade ahead.

**Goal VII,** a new goal area incorporated into the 1991-1995 Comprehensive Plan, reflects the State Board's continuing commitment to excellence in the operations and management of its own, directly administered statewide school system. Previous plans incorporated five-year objectives for these schools as part of the Board's goal to improve skills for future employment. In January of 1990, the State Board of Education adopted *The Vocational-Technical School System's Long-Range Plan 1990-1994* pursuant to Section 10-95i of the Connecticut General Statutes. As required by law, that plan has been used in the preparation of Goal VII of the Board's 1991-1995 Comprehensive Plan.

The administration of the state's regional vocational-technical schools will pursue the following five-year objectives to improve operations, the policy and program objectives related to the schools in Goal IV, and the 1991-1995 Statewide Educational Goals for Students.

# GOAL VII

## State Board Objectives 1991-1995

1. To provide the opportunity to receive quality trade instruction at Connecticut's Regional Vocational-Technical Schools by:

   a. committing the system to quality education and student achievement as its highest priority;

   b. assessing future statewide and regional employment needs, the current and projected supply of individuals in training, needs and career interests of students, the unemployed and those in need of retraining, and the ability of the vocational-technical schools to provide quality, cost-efficient training;

   c. allocating resources to meet prioritized needs by developing, expanding or consolidating trade programs;

   d. strengthening the existing secondary school program while expanding nonsecondary school efforts to serve more of the "hardest-to-serve" youth and adult populations;

   e. developing and implementing cooperative agreements with local boards of education, adult education programs, Private Industry Councils, regional educational service centers, state agencies, community-based organizations, employers interested in customized training and others; and

   f. utilizing each facility to its full capacity.

2. To strengthen the Connecticut Regional Vocational-Technical School System's ability to respond to the needs of a diverse student body by:

   a. enhancing instruction in the basic skill areas of reading, writing, mathematics, speaking and critical thinking through compensatory education and integration of basic skills instruction into trade instruction;

   b. providing appropriate pupil personnel services at each vocational-technical school and more efficient coordination at the central office and unit level;

   c. ensuring that each school is working toward quality, integrated education, including new and expanded programs, and summer school, shared-time and postgraduate study;

   d. developing and piloting several models of enhanced opportunities for students in the areas of foreign language, the arts, gifted and talented programs and cocurricular activities;

   e. strengthening statewide student recruitment and retention

and initiating local/ regional awareness campaigns to enhance the image of vocational-technical education;

f. investigating the possibility of establishing various levels of trade program completion which identify different levels of competency; and

g. studying the impact of promotion and graduation requirements on vocational-technical school students.

3. To improve and expand the Connecticut Regional Vocational-Technical School System curriculum and program offerings by:

   a. integrating the student outcomes of *Connecticut's Common Core of Learning* into all academic and trade instruction;

   b. improving the quality and quantity of textbooks, learning resources and technology, vocational equipment and laboratories, with continuing emphasis on safety standards and practices;

   c. reviewing and updating all existing curricula on a five-year cycle, developing new program offerings and curricula in emerging occupations and expanding cocurricular offerings;

   d. improving and expanding programs and services for adults, including postgraduate study, apprenticeship, bilingual vocational training and high school completion, with necessary support services; and

   e. implementing fully the cooperative work experience model, including use of mentors from business and industry.

4. To improve the effectiveness of all Connecticut Regional Vocational-Technical School System staff by:

   a. improving the system's ability to recruit and retain quality academic and trade instructors;

   b. designing and implementing a comprehensive, long-range program of staff development for instructors, administrators and support staff;

   c. implementing required professional development programs such as beginning teacher support and assessment and continuing education; and

   d. continually analyzing and adjusting staff assignments to meet the increasing need for office, maintenance and instructional staff.

5. To improve the fiscal and administrative operations of each school and the entire Connecticut Regional Vocational-Technical School System by:

   a. defining responsibilities of each school's business staff, assistant directors and director and the school system's central office staff in managing and coordinating operations and providing ongoing training;

b. implementing, monitoring and reporting audit recommendations;

c. strengthening the role and function of the school system's central business office and its ability to assist those schools with the greatest need;

d. improving the overall control environment, including accuracy and timeliness, in the areas of inventory, payroll, purchasing, payments, school lunch and student activity accounts;

e. securing the funds necessary to appropriately maintain, renovate and expand facilities and repair equipment; and

f. examining systemwide purchasing of shop and classroom supplies to maximize cost savings.

6. To strengthen the long-term quality of the Connecticut Regional Vocational-Technical School System through appropriate research, planning and evaluation, including:

a. providing an annual summary report to the State Board of Education and General Assembly;

b. developing a long-range plan as required under Connecticut General Statutes Section 10-95i;

c. implementing a trade program evaluation on a five-year cycle and developing new trade programs;

d. preparing a five-year rolling plan for capital equipment acquisition and replacement to ensure availability of up-to-date technology;

e. developing an integrated management information system that combines student, program and fiscal databases;

f. developing an assessment process for vocational-technical school students; and

g. implementing a systemwide process for review of policy and procedures to better meet the needs of a diverse and changing student population.

# GOAL VII

## Indicators of Success 1991-1995

- An increase in the percentage of students who obtain full-time employment in an area related to their training or pursue additional education
- An increase in the percentage of students who demonstrate competency in basic skills areas
- An increase in the percentage of students who enter ninth grade and complete the four-year program of study
- An increase in the number of courses for and enrollment of adult students
- An increase in the degree to which the vocational-technical school population (females, minorities, persons with disabilities) mirrors the high school population statewide and in each school's service area
- An increase in the percentage of male and female students completing a program of study in a nontraditional vocational program area
- An increase in the percentage of utilization of facilities by the day, evening and special programs

## GOAL VIII

# To Report on the Condition of Education in Connecticut

**The State Board** of Education needs to measure how well it has achieved the goals set out in this plan. Citizens and public officials expect a return on their substantial investment in public education. Educators must evaluate which programs and schools are most effective. Parents need to know how their children are progressing. All deserve an accurate and timely accounting through reports on the condition of education.

Reporting on the condition of education takes on many forms. It is the statewide Indicators of Success of this plan; it is a statewide program evaluation report on special education; it is a student's report card; it is a superintendent's report on the condition of the local community's schools; it is a comprehensive monitoring report for school district compliance with state and federal laws.

The process of reporting on the educational enterprise would be incomplete without information on the social and fiscal climate in which the public schools operate. Students from impoverished backgrounds, students with special education needs, and students with limited English proficiency require more support to achieve educational outcomes similar to those of students from more advantaged backgrounds. When there is an increase in the number of children in need without a commitment of additional services, it is likely to lead to a decline in overall student performance. Total expenditures for public education in Connecticut were estimated at $3.6 billion in 1989-90. Most of these dollars are invested in the negotiated expenditures of salaries and benefits. Any change in the availability of funds from Congress, the state legislature or local governments can affect educational programs and student achievement.

**Renewed accountability** initiatives are underway at the national, state and local levels of government. The reporting of data requires that public resources must be allocated for collection, analysis, reporting and dissemination. The State Department of Education will work with federal, state and local policy makers to ensure that the information requested will be meaningful, comparable and reliable.

Whenever statistical measures are presented, there is the likelihood that someone will use them improperly and/or make inappropriate comparisons. To minimize this risk, the Department will endeavor to report all data in an informational context. To provide a basis for useful comparisons, the Department currently

employs categories known as Types of Communities (TOCs) and Educational Reference Groups (ERGs). As 1990 Census data are released during the 1991 to 1995 timeframe of this Comprehensive Plan, the Department will update and revise these classifications and investigate the feasibility of providing appropriate school comparison groups.

**The five-year objectives** which follow represent a comprehensive set of strategies to improve assessment, evaluation and monitoring of progress toward meeting the Board's goals. There is an emphasis on communicating more comprehensive information concerning student performance to parents and community citizens — locally and at the state level. There is a commitment to assist school personnel in the development, use and interpretation of performance measures to make more informed decisions for school and program improvement.

# GOAL VIII

## State Board Objectives 1991-1995

1. To report annually on public school student achievement in the essential skills areas of reading, language arts and mathematics at selected grade levels.

2. To report on the range and breadth of education programs in the public schools in Connecticut by regularly collecting educational program and related information, organizing the data for easy retrieval and integrating databases with other Department data.

3. To design, implement, report and disseminate assessments of student achievements in the required curriculum areas to identify program strengths and weaknesses.

4. To collect, analyze and regularly report information on key education Indicators of Success for determining the impact of Connecticut's reform initiatives and for monitoring the condition of education in Connecticut, including the placement of school districts in a state context and the state in a national context.

5. To design, implement and regularly disseminate evaluations of major Department programs to identify their strengths and weaknesses.

6. To continue to implement a comprehensive monitoring system to review compliance with federal and state laws in local school districts, regional educational service centers and unified school districts.

7. To supply education statistics to the federal government and appropriate national organizations to assure proper representation and comparability in national databases.

8. To report to parents and the public on issues and trends in equal educational opportunity and the quality of education in our public schools.

9. To require school districts to report annually to the public progress on the Indicators of Success for their educational goals for students, through school profiles and district profiles; the format for these profiles will be designed by the Department of Education, in consultation with representatives of education organizations, giving consideration to information such as the following:

   - student attendance;
   - performance on Connecticut Mastery Tests;
   - performance on norm-referenced tests and/or Scholastic Aptitude Tests;
   - graduation (and drop-out) rates; and
   - high school graduate follow-up status.

10. To provide technical assistance and training for school administrators in the interpretation and use of assessments of student performance and other Indicators of Success for reporting to the

public on the attainment of local educational goals for students.

11. To establish, through a consensus-building process, student performance standards and numerical targets for each of the statewide Indicators of Success related to the 1991-1995 Statewide Educational Goals for Students.

12. To develop, implement and annually report on the results of a 10th grade Connecticut Mastery Test.

## Indicators of Context 1991-1995

**Note:** The indicators in this goal area present the context within which the success of other indicators can be evaluated. These indicators describe student background, resources and involvement in schools. Together with the Indicators of Success for the Statewide Educational Goals for Students and for goal areas I through VII, they present a comprehensive view of the condition of education.

- The percentage of poor (AFDC) students
- The number of special education students by disability and setting
- The percentage of students by racial/ethnic group
- The number of limited-English-proficient students
- The number of homeless children and youth
- The percentage of students attending nonpublic schools
- The percentage of schools with appropriate facilities for library media, art, music and physical education programs
- Total and per pupil expenditures
- Tax effort for education
- The state share of support for public education
- Average teacher salary
- Class size, staffing ratios
- The number of instructional staff
- The balance of supply and demand for school staff
- Parental involvement in schools
- Volunteer involvement in schools

# Resources for Public Education

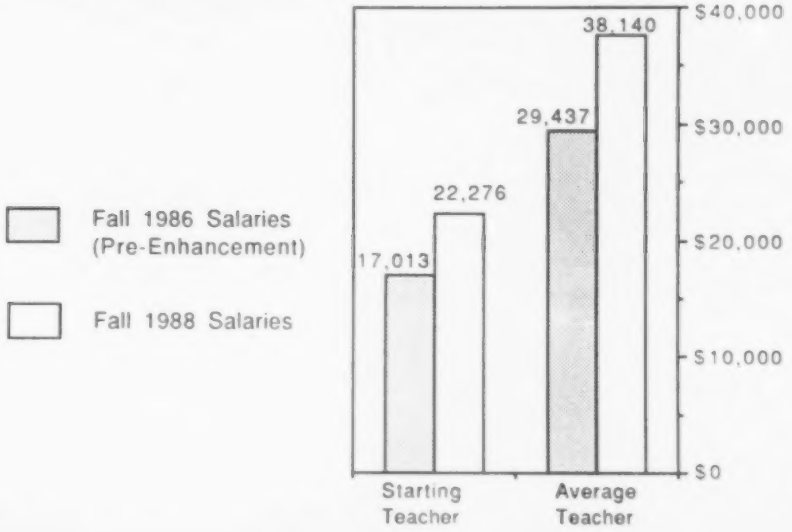
**Since 1979,** when the modern era of Connecticut school finance began with the implementation of the Guaranteed Tax Base (GTB) grant formula, the state of Connecticut has dramatically increased its share of the funding of total education costs. While the proportion of funding from local sources remains slightly larger than that from the state, the state projected that it would shoulder 44.7 percent of the expenditures for public education statewide in 1989-90, compared to 39.0 percent in 1984-85 and 29.8 percent in 1978-79. The past six years, 1985-90, have been marked by a rapid expansion in overall investment in education, particularly in the areas of teacher salaries and school finance equalization.

**At the start of the 1990s,** Connecticut educational finance is at the threshold of a new era. The next four years will complete implementation of the state's first billion-dollar school finance formula, the Education Cost Sharing Grant (ECS).

## Recent Trends 1985-1990

The 1986 legislative session brought the single largest infusion of state dollars for public education since the inception of the GTB grant. The Education Enhancement Act (EEA) brought sweeping changes in the way Connecticut prepares, certifies and compensates teachers in the state. During the past three fiscal years, $360 million was distributed to raise teacher salaries and staffing ratios throughout the state. The median starting teacher salary rose from $17,013 in the fall of 1986 to $22,276 in 1988-89. The average teacher salary went from $29,437 to $38,140 over the same period, and included a significant reduction in the disparity between the school districts paying the highest and lowest salaries.

**Teacher Salary Improvements During the Education Enhancement Act 1986-89**

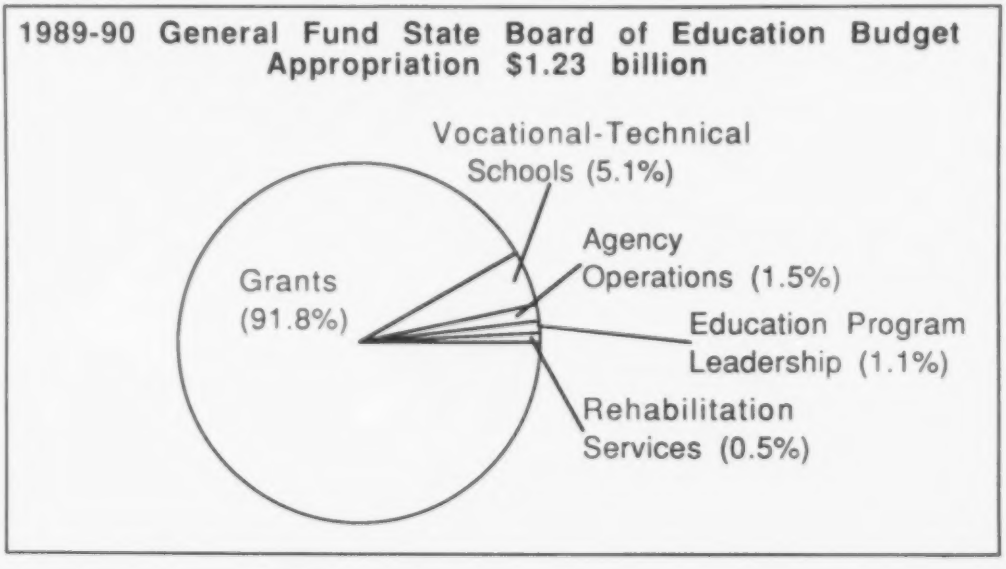


In enacting the Education Enhancement Act (EEA) in 1986, the General Assembly, the Governor and the State Board of Education were committed to continuing state funding beyond the three-year life of the legislation. The Education Cost Sharing Grant (ECS), enacted in 1988 and amended in 1989, is the fulfillment of that commitment. ECS consolidated the funds previously available under both the GTB and EEA grants into a single, comprehensive state education equalization aid program. In 1989-90, the first of a four-year transition to the ECS program, each town was assured of receiving more than what it received in 1988-89 under both the GTB and EEA grant programs.

**The Education Cost Sharing Grant** distributes education equalization aid based on three factors. The first is municipal wealth (the local per capita income and property tax base) measured in this formula on a per pupil basis. The second factor is the "need-pupil" measure, a figure based on a town's student count and adjusted to account for the increased costs incurred to educate economically disadvantaged and low-achieving students. The third factor is a statewide (per pupil) spending level, or foundation. Each town will receive a percentage, based on the town's wealth, of this foundation per need-pupil.

## Current Resources

Total expenditures for public education in Connecticut in 1989-90 were estimated at $3.6 billion. Of the State Board of Education's general fund budget appropriation of $1.2 billion, the largest proportion is directed to Connecticut's cities and towns in the form of grants such as the Education Cost Sharing, special education and transportation grants. All state grants administered by the Department, including those aiding recipients other than school districts, constitute $1.1 billion, approximately 91.8 percent of the budget. The Vocational-Technical School System budget constitutes $62.9 million, approximately 5.1 percent of the budget; the operation of the agency (services to school districts and implementation of state and federal statutes) accounts for $18.6 million (1.5%); the provision of state educational program leadership via major initiatives represents $13.2 million (1.1%); and rehabilitation services, $5.6 million (.5%).



## Grants to Local Governments and Others

For state budgeting purposes, educational grants are organized according to whether they support public school districts or educational organizations other than districts, such as regional educational service centers. All grants to districts are either mandated formula grants, which are not capped and fluctuate according to need, or appropriation grants, which are capped and have specific programmatic requirements.

Most state grants are equalized; that is, the rate of reimbursement paid to each school district varies according to the relative wealth and need of the district. Wealthy districts receive a smaller percentage and must provide more local funds, while poor districts receive a higher percentage. Because local boards of education are fiscally dependent upon their towns' budgets and because state education grants account for most of the state aid received, grant increases are important to municipal as well as education officials. A reduction in any of the grant programs generally increases the amount of local property tax dollars needed to support education.

Additional financial resources will be necessary to support the goals and objectives in this Comprehensive Plan. The state government's established method for requesting funds is through the annual budget cycle. Each year a budget request will be prepared by the Board and submitted to the legislature.

Preparation of the proposed State Board of Education annual budget begins more than one and one-half years in advance of the actual budget year, July 1 to June 30, according to the following process.

In February and March the State Board of Education reviews the Comprehensive Plan goals and five-year objectives and determines its budget priorities. These priorities are formalized into budget guidelines for staff to use in developing specific budget options (requests) with associated activities and costs.

The Commissioner of Education's recommended budget is submitted to the Board in June for a thorough review and revisions. In August the Board adopts its recommended budget, which is to be effective the following July, and submits it to the Governor's Office of Policy and Management. Following a fall review, the Board budget is incorporated into the Governor's full state budget prior to the beginning of the legislative session.

The Governor's budget request is considered by the legislature, which must act upon it prior to adjourning. The actual budget appropriation is made available to the Department on July 1, nearly 18 months after the budget process is initiated.

From July through December, Department staff members review information such as program evaluations, statistics on enrollments and final reports on completed projects in preparation for the next budget preparation cycle.

Key functions of the Board each year during 1991-1995 will be to assess priorities in relation to the goals and objectives in this Comprehensive Plan, to develop strong justifications for budget requests, to manage carefully and to administer judiciously the resources with which it will be provided.

## Summary of State Board of Education
## General Fund Grants 1989-90

| | 1989-90 Appropriation |
|---|---|
| **Mandated Formula Grants** | |
| Education Equalization | $ 827,048,653 |
| Special Education | 193,357,239 |
| Transportation | 34,350,000 |
| Construction | 33,056,000 |
| Health and Welfare | 6,496,250 |
| Vocational Agriculture | 2,665,816 |
| Child Nutrition | 2,217,000 |
| Adult Education | 7,019,606 |
| Tax-Exempt Properties | 673,669 |
| Omnibus State Agencies | 1,699,000 |
| Hold Harmless | 1,613,049 |
| **Subtotal** | **$1,110,196,282** |
| **Appropriation Grants** | |
| Compensatory Education | $ 9,750,000 |
| Priority School Districts | 3,616,250 |
| Bilingual Education | 2,200,000 |
| Regional Educational Service Centers | 2,420,723 |
| Instructional Television | 209,000 |
| Young Parents | 200,000 |
| Summer School Incentive | 1,000,000 |
| Interdistrict Cooperation | 1,039,000 |
| School Breakfast | 506,000 |
| Extended-Day Kindergarten | 750,000 |
| Professional Development | 1,000,000 |
| Drug Education | 150,000 |
| Birth to Three | 252,000 |
| Miscellaneous | 180,000 |
| **Subtotal** | **$ 23,272,973** |
| **Agency Total — General Fund Grants** | **$1,133,469,255** |

Details of the State Board's annual budget request appear each year in the *Budget Brief,* which includes a summary of the budget proposal by the State Board's goals.

## Trends and implications for 1991-1995

**State funding** for school finance for the next five years will be shaped by three factors: (1) demographic shifts in enrollment and teaching staff; (2) the condition of school physical plants; and (3) leadership and new educational policy initiatives.

As discussed in the introduction to this plan, pupil enrollment will begin to increase across Connecticut over the next five years. The Education Cost Sharing Grant formula is responsive to such changes in enrollment. As elementary school populations increase, additional instructional space will be needed. Schools that have been closed will be reopened and existing facilities, many of which were built 30 years ago, will be renovated for the 1990s. We expect a continuing rise in requests for the financing of school construction and renovation projects.

Due to medical advances and societal problems, including a growing proportion of preschool children from backgrounds of poverty, the demand for special education services is anticipated to increase. With improved medical technology, many premature infants now survive despite low birth weight and babies born with AIDS may one day live with the disease. Social problems and stresses contribute to the number of youngsters with emotional, mental and physical handicaps that make special education and other support programs necessary.

Another demographic factor at work is the aging of the state's teaching force. The largest group ever of Connecticut's teachers and administrators is approaching retirement. These individuals are in their peak earning period, and the employer's share of retirement, a state expense, will continue to expand beyond the rate of inflation in the coming years. This state expense will cause an increase in the state's share of education costs, but will not provide any new education program dollars or additional tax relief for school districts.

In 1989, Governor O'Neill convened the Governor's Commission on Quality and Integrated Education. Its charge is to examine alternatives and recommend actions to provide the children of Connecticut with a broader multicultural learning environment and to reduce the racial isolation of Connecticut's schoolchildren, both majority and minority. In 1988-89, 80 percent of the minority students in Connecticut attended school in 14 of the state's 166 school districts. The minority school population is the fastest-growing segment of the student population in the state. Regional cooperation and innovation to address this situation will cost money, and will provide a significant focus for requests for new state aid to education.

The state's expectations for educational excellence and equity will continue amid the fiscal challenges posed at the beginning of the 1990s.

# Appendix A

## Comprehensive Plan Legislation

Section 10-4(c) of the Connecticut General Statutes

(c) Said board shall prepare every five years a five-year comprehensive plan for elementary, secondary, vocational, career and adult education. Said comprehensive plan shall include, but not be limited to, a policy statement of the state board of education's long-term goals and short-term objectives, an analysis of cost implications and measurement criteria and how said board's programs and operations relate to such goals and objectives and specific action plans, target dates and strategies and methods of implementation for achieving such goals and objectives. The state board of education shall establish every five years an advisory committee to assist the board in the preparation of the comprehensive plan. Members of the advisory committee shall be appointed by the state board of education with representation on the committee to include, but not be limited to, representatives of the Connecticut Advisory Council on Vocational and Career Education, education organizations, parent organizations, student organizations, business and industry, organized labor and appropriate state agencies. Notwithstanding any requirement for submission of a plan for the fiscal year ending June 30, 1984, pursuant to section 10-96a of the general statutes, revision of 1958, revised to January 1, 1983, the state board of education shall not be required to submit the master plan for vocational and career education but shall submit the comprehensive plan for elementary and secondary, vocational, career and adult education to the governor and the joint standing committee of the general assembly having cognizance of matters relating to education on or before February 15, 1986, and every five years thereafter, provided the master plan currently in effect shall remain in effect until the comprehensive plan is submitted. The state board of education shall be responsible for annually updating the progress in implementing the goals and objectives of the comprehensive plan and shall report on such progress to the governor and to said standing committee annually. The state board of education shall provide opportunity for public comment prior to its adoption of a plan.

# Appendix B

# Connecticut's Common Core of Learning

Adopted by the Connecticut State Board of Education

January 7, 1987

## Preamble

In order to prepare future generations of capable and flexible people, we present Connecticut's Common Core of Learning. This represents a response to the complexity of today's rapidly changing world, a desire to shape the future, and a commitment to a better educated citizenry.

We believe there is a common set of skills, knowledge and attitudes essential to the total development of all Connecticut students. These learnings have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students can achieve regardless of diverse learning rates and styles. Achievement of the Common Core will help students create and attain meaningful goals and engage in lifelong learning.

The Common Core establishes a vision of what Connecticut's high school graduates should know and be able to do. It represents a broad array of outcomes that should result from the entire K-12 school experience, including academic skills and knowledge, personal and social skills, attitudes and attributes. We believe the Common Core articulates Connecticut's expectations for its schools and its youth, thereby enhancing the quality and equality of educational opportunities throughout the state.

The Common Core of Learning represents preparation for life. It consists of abilities that are necessary not just for employment and further education, but also those that are essential to becoming a productive and contributing member of society. The Common Core is not meant to define minimum competencies; rather, it sets a standard for an educated citizen.

We believe the primary value of the Common Core of Learning is in its use by educators, parents and other citizens to improve instructional programs that will enable students to achieve these expectations. The Common Core should influence local and state goals of education, as well as affect program decisions and resource allocations in our schools. It should also be useful to institutions of higher education and employers in establishing expectations and developing programs for Connecticut's high school graduates. Finally, for more accurate reporting of the condition of education and equality of opportunity within Connecticut, the Common Core should be considered in assessments of school curriculum and student achievement and should help identify needs for school program improvement and student learning.

Connecticut's Common Core of Learning reflects a commitment to excellence in public elementary and secondary education and to high expectations of all our students. We believe the implementation of the Common Core will help develop young people who can think and act independently, and assist Connecticut's schools in approaching the twenty-first century with confidence and clear direction.

## Introduction

The Common Core has been developed with an understanding that students begin their schooling at different levels of readiness and some have developmental handicaps as well. It is also acknowledged that students have different interests and aspirations. Recognizing these differences, however, does not justify the development of a different Common Core for each student. To the contrary, the goal of each student developing to his or her fullest potential argues for the creation of one Common Core that has the highest expectations for each child.

Connecticut's Common Core of Learning is organized under three major headings with subheadings that reflect significant groups of skills, knowledge and attitudes:

**Attributes and Attitudes**
- Self-Concept
- Motivation and Persistence
- Responsibility and Self-Reliance
- Intellectual Curiosity
- Interpersonal Relations
- Sense of Community
- Moral and Ethical Values

**Skills and Competencies**
- Reading
- Writing
- Speaking, Listening and Viewing
- Quantitative Skills
- Reasoning and Problem Solving
- Learning Skills

**Understandings and Applications**
- The Arts
- Careers and Vocations
- Cultures and Languages
- History and Social Sciences
- Literature
- Mathematics
- Physical Development and Health
- Science and Technology

The order of the three major headings does not represent their relative importance. It does represent a logical sequence of assuring effective learning. While schools share the development of attitudes and attributes with the home and other institutions, it is acknowledged that students learn best when they are appropriately motivated and self-confident. Although by-products of effective instruction, these attitudes and attributes are also preconditions for mastering specific skills. Many of the skills and competencies, and the attitudes and attributes, while not taught directly or from a written curriculum, are continually developed during instruction in the traditional curriculum areas presented in the section on understandings and applications.

The Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of learning outcomes. Users of the Common Core of Learning should continually look for cross-disciplinary and multi-disciplinary approaches and for the transfer of skills and knowledge from one domain to another and one subject area to another. Many items listed under a particular subheading could easily have been included under others.

The Common Core is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations and teaching.

Finally, the Common Core of Learning has been developed neither as a state mandate nor as a condition for graduation. It provides a statement of high expectations needed for all Connecticut students to become educated citizens. It is also offered as a catalyst for school improvement. The framers of this document view it as a beginning, one that will change in response to new demands and challenges.

## The Common Core

### Attributes and Attitudes

*A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others. Furthermore, people depend on and influence one another. Therefore, it is important that students take responsibility for their lives and set appropriate goals for themselves. In doing so, they develop lifelong attitudes.*

*The family and societal forces other than schools play major roles in fostering student growth, and schools can provide a supportive climate for that growth. While it is inappropriate for schools to accept the sole or even primary responsibility for developing these attributes and attitudes, it is also inappropriate to deny the critical importance of these factors as preconditions to learning, as consequences of the teaching of all disciplines, and as desired outcomes for all students.*

#### Positive Self-Concept

*As part of education in grades K-12, each student should be able to:*
- appreciate his/her worth as a unique and capable individual and exhibit self-esteem;
- develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future;
- develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

#### Motivation and Persistence

*As part of education in grades K-12, each student should be able to:*
- experience the pride of accomplishment that results from hard work and persistence;
- act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience;
- strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

**Responsibility and Self-Reliance**

*As part of education in grades K-12, each student should be able to:*

- assume the primary responsibility for identifying his/her needs and setting reasonable goals;
- initiate actions and assume responsibility for the consequences of those actions;
- demonstrate dependability;
- demonstrate self-control.

**Intellectual Curiosity**

*As part of education in grades K-12, each student should be able to:*

- demonstrate a questioning attitude, open-mindedness and curiosity;
- demonstrate independence of thought necessary for leadership and creativity;
- pursue lifelong learning.

**Interpersonal Relations**

*As part of education in grades K-12, each student should be able to:*

- develop productive and satisfying relationships with others based upon mutual respect;
- develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others;
- participate actively in reaching group decisions;
- appreciate the roles and responsibilities of parents, children and families.

**Sense of Community**

*As part of education in grades K-12, each student should be able to:*

- develop a sense of belonging to a group larger than friends, family and coworkers;
- develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community;
- examine and assess the values, standards and traditions of the community;
- understand and appreciate his/her own historical and ethnic heritage as well as that of others represented within the larger community.

**Moral and Ethical Values**

*As part of education in grades K-12, each student should be able to:*

- recognize the necessity for moral and ethical conduct in a society;
- recognize that values affect choices and conflicts;
- develop personal criteria for making informed moral judgments and ethical decisions.

## Skills and Competencies

*All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines.*

**Reading**

*As a result of education in grades K-12, each student should be able to:*

- identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
- identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
- recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
- set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading;
- make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
- vary his/her reading speed and method based on the type of material and the purpose for reading;
- use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

**Writing**

*As a result of education in grades K-12, each student should be able to:*

- write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
- select, organize and relate ideas and develop them in coherent paragraphs;
- organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
- use varying language, information, style and format appropriate to the purpose and the selected audience;
- conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
- gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly;
- improve his or her own writing by restructuring, correcting errors and rewriting.

**Speaking, Listening and Viewing**

*As a result of education in grades K-12, each student should be able to:*

- engage critically and constructively in an oral exchange of ideas;
- ask and answer questions correctly and concisely;
- understand spoken instructions and give spoken instructions to others;
- distinguish relevant from irrelevant information and the intent from the details of an oral message;
- identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

### Quantitative Skills

*As a result of education in grades K-12, each student should be able to:*

- add, subtract, multiply and divide using whole numbers, decimals, fractions and integers;
- make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- use ratios, proportions and percents, powers and roots;
- understand spatial relationships and the basic concepts of geometry;
- make estimates and approximations, and judge the reasonableness of results;
- understand the basic concepts of probability and statistics;
- organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- formulate and solve problems in mathematical terms.

### Reasoning and Problem Solving

*As a result of education in grades K-12, each student should be able to:*

- recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
- draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- formulate and test predictions and hypotheses based on appropriate data;
- comprehend, develop and use concepts and generalizations;
- identify cause and effect relationships;
- identify and formulate problems;
- gather, analyze, synthesize and evaluate information pertinent to the problem;
- develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results;
- use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

### Learning Skills

*As a result of education in grades K-12, each student should be able to:*

- set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them;
- determine what is needed to accomplish a task and establish habits conducive to learning independently or with others;
- follow a schedule that accounts for both short- and long-term project accomplishment;
- locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations;
- read or listen to specific information and take effective and efficient notes.

## Understandings and Applications

*Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum.*

*These understandings and applications have been grouped here under the usual disciplines, but it is important to recognize the interrelationship among the disciplines and to promote students' ability to transfer knowledge and applications across subject areas.*

### The Arts: Creative and Performing

*As a result of education in grades K-12, each student should be able to:*

- express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance);
- appreciate the importance of the arts in expressing and illuminating human experiences;
- understand that personal beliefs and societal values influence art forms and styles;
- identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance;
- use and understand language appropriate to each art form when discussing, critiquing and interpreting works in the visual and performing arts;
- identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures.

### Careers and Vocations

*As a result of education in grades K-12, each student should be able to:*

- demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work;
- demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society;
- consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes;
- identify, continue or pursue the education and training necessary for his/her chosen career/vocation;
- understand personal economics and its relationship to skills required for employment, promotion and financial independence;
- exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

### Cultures and Languages

*As a result of education in grades K-12, each student should be able to:*

- recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations;
- respect differences among people and recognize the pluralistic nature of United States society;
- demonstrate an understanding of other cultures and their roles in international affairs;
- analyze the structure of spoken and written language;
- recognize the commonalities and the differences that exist in the structure of languages;
- understand and communicate in at least one language in addition to English.

### History and Social Sciences

*As a result of education in grades K-12, each student should be able to:*

- recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world;
- demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship;
- understand the basic concepts of economics;
- analyze and compare the political and economic beliefs and systems of the United States with those of other nations;
- apply major concepts drawn from the disciplines of history and the social sciences — anthropology, economics, geography, law and government, philosophy, political science, psychology and sociology — to hypothetical and real situations;
- demonstrate basic knowledge of world geography;
- apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future;
- understand the roles played by various racial, ethnic and religious groups in developing the nation's pluralistic society;
- appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural and civic concerns.

### Literature

*As a result of education in grades K-12, each student should be able to:*

- understand that literature reflects and illuminates human experiences, motives, conflicts and values;
- understand the essential elements of poetry, drama, fiction and nonfiction;
- understand and appreciate selected literary masterpieces, both past and present, that manifest different value systems and philosophies;
- recognize symbolism, allegory and myth;
- identify literary themes and their implications;
- evaluate selected literary works and support each evaluation;
- enjoy reading as a lifelong pursuit.

### Mathematics

*As a result of education in grades K-12, each student should be able to:*

- understand that mathematics is a means of expressing quantifiable ideas;
- apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems;
- use mathematical skills and techniques to complete consumer and job-related tasks;
- select and use appropriate approaches and tools for solving problems, including mental computation, trial and error, paper and pencil, calculator and computer;
- use mathematical operations in describing and analyzing physical and social phenomena;
- demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding;
- apply basic algebraic and geometric concepts to representing, analyzing and solving problems;
- use basic statistical concepts to draw conclusions from data.

**Physical Development and Health**

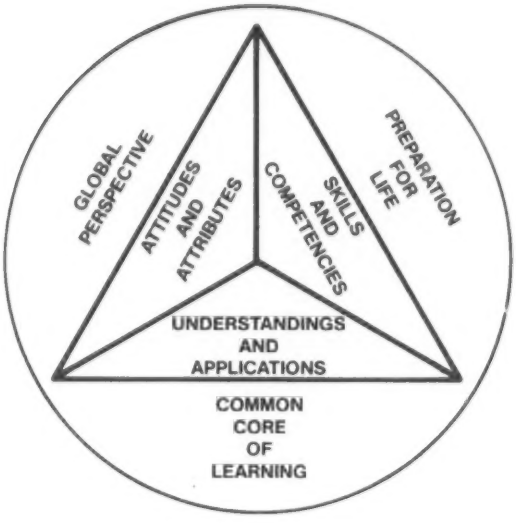
*As a result of education in grades K-12, each student should be able to:*

- understand human growth and development, the functions of the body, human sexuality and the lifelong value of physical fitness;
- plan and implement a physical fitness program with a variety of conditioning exercises and/or leisure activities;
- understand the basic scientific principles which apply to human movement and physical activities;
- understand the role physical activities play in psychological and social development;
- understand and apply the basic elements of proper nutrition, avoidance of substance abuse, prevention and treatment of illness, and management of emotional stress;
- recognize the need for a safe and healthy environment, practice proper safety skills, and demonstrate a variety of basic lifesaving skills.

**Science and Technology**

*As a result of education in grades K-12, each student should be able to:*

- understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science;
- understand the implications of limited natural resources, the study of ecology and the need for conservation;
- identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them — the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
- use observation and analysis of similarities and differences in the study of natural phenomena;
- demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
- understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments;
- recognize the potential and the limitations of science and technology in solving societal problems.



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